

JANUARY 1961

Camping Magazine

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Camping for Handicapped Children

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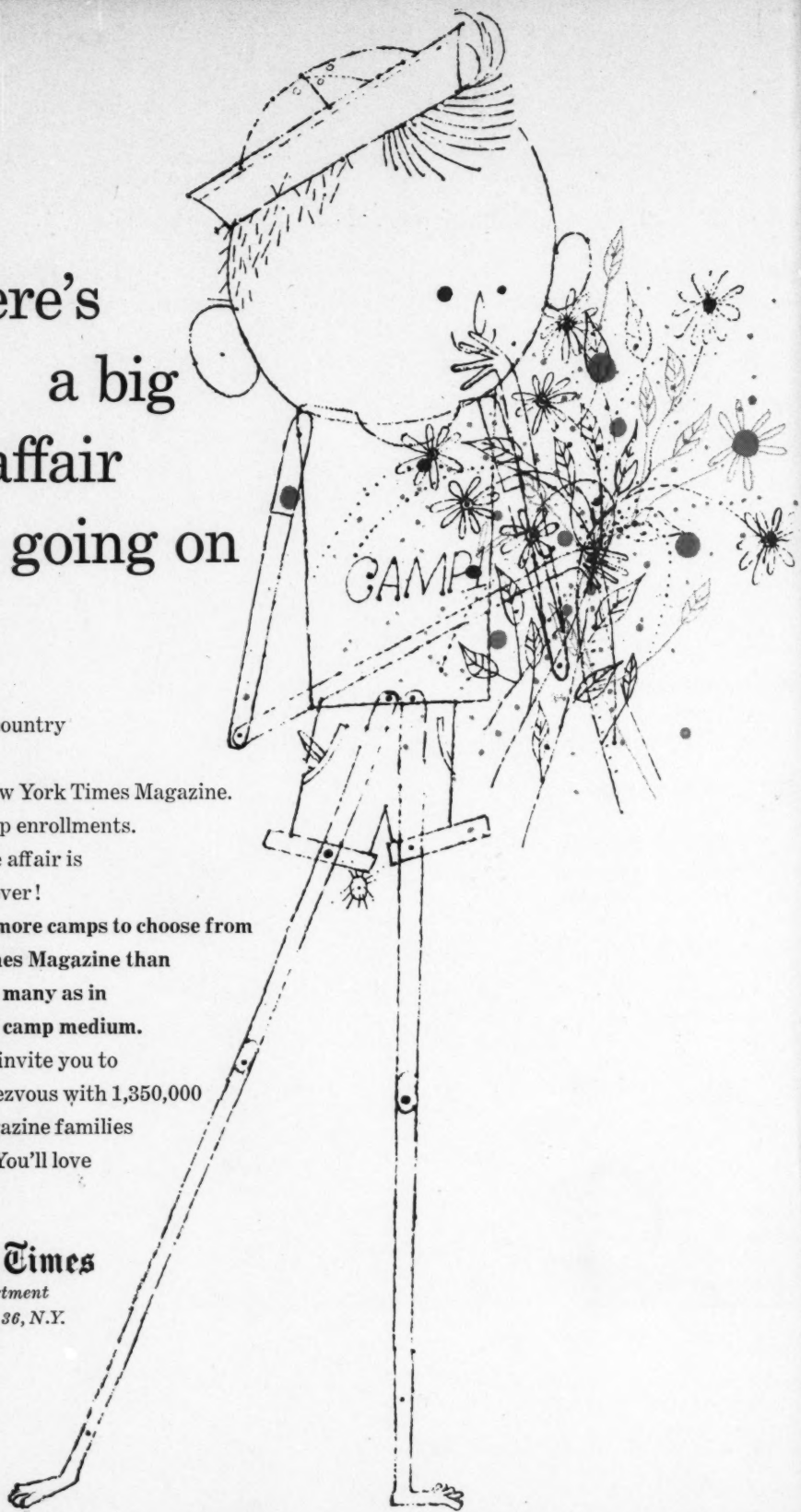
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Official Publication of
American Camping Association
Bradford Woods, Martinsville, Ind.



Edited and Published by
Galloway Publishing Co.
1114 South Ave., Plainfield, N. J.

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Copies of the Water Safety Manual and a booklet on aquatics safety, in comic book form, for boys and girls are available to camp directors. Well illustrated, these books give basic safety rules.

GOD SPEAKS—TO ME! by Ernest E. Klein, The Judson Press, 1703 Chestnut St., Philadelphia. 1960.

This counselor's guide for junior camps, an official publication of the Board of Education, American Baptist Convention, contains basic information on camp programs, worship and camper relationships. A Camper's Book is available for use with the guide.

THE COKEBURY GAME BOOK, by Arthur M. Depew, Abingdon Press, 201 8th Ave., S, Nashville 2, Tenn. Revised edition 1960. \$2.95.

This popular game book has been brought up to date with new games and illustrations. Active, quiet, musical games and games for special occasions are included among the 598 games.

FUNDAMENTALS OF CHILD PSYCHIATRY, by Stuart M. Finch, M.D., W. W. Norton & Co., 55 Fifth Ave., New York 3. 1960. \$5.95.

A simple, basic and yet comprehensive book on child psychiatry.

THE CAMPER'S BIBLE, by Bill Riviere, Doubleday & Co., 575 Madison Ave., New York 22. 1961. \$1.95.

Data on camping know-how, including buying a tent, use of equipment, campfires, clothing, safety.

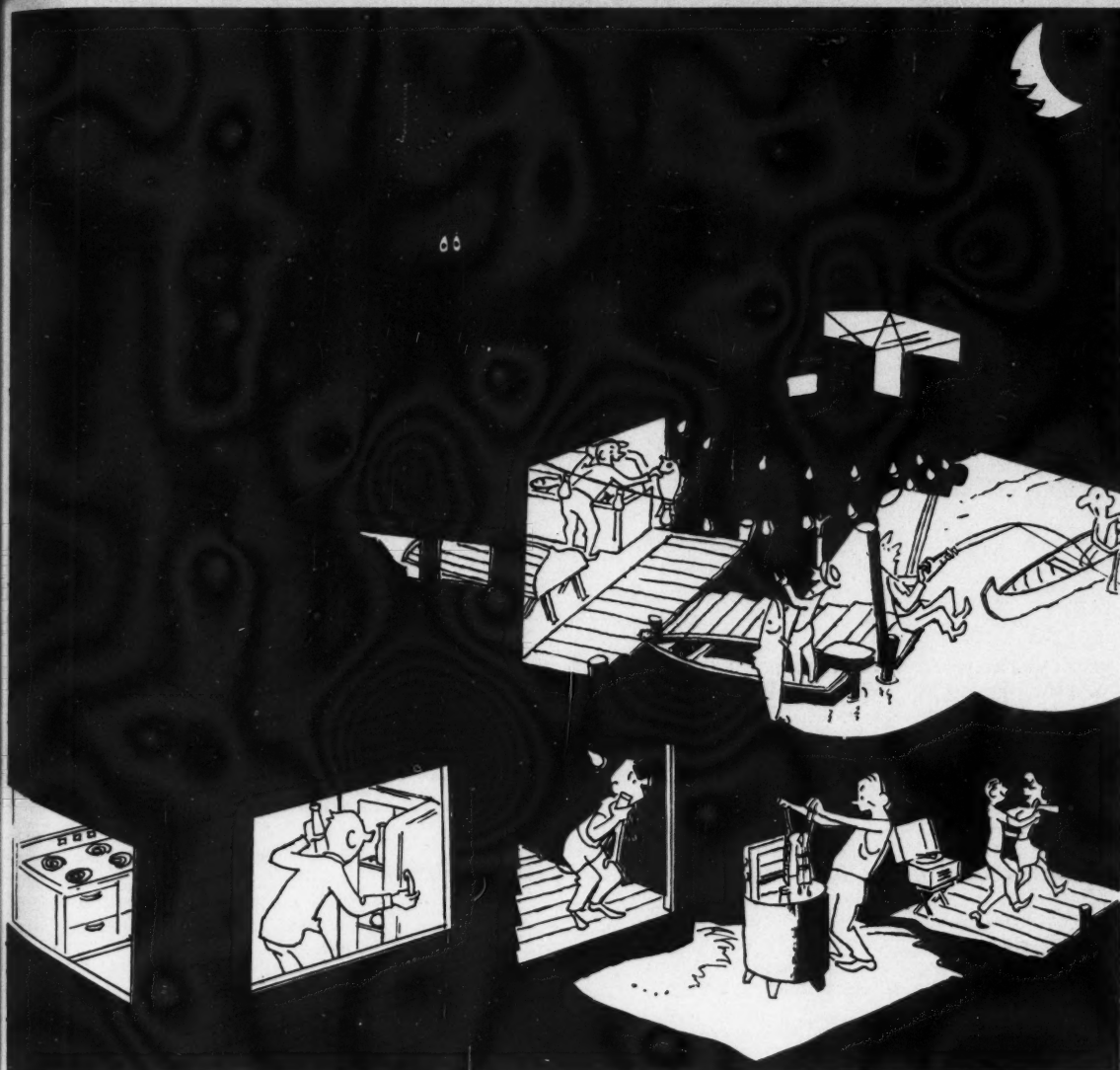
THE WONDERS I SEE, by John K. Terres, J. B. Lippincott Co., East Washington Sq., Philadelphia 5. 1960. \$7.50.

The month by month drama of the living world about us—stories from a naturalist's notebook.

THE BOY'S BOOK OF RIFLES, by Charles E. Chapel, Coward-McCann, Inc., 210 Madison Ave., New York City. 1960. \$3.95.

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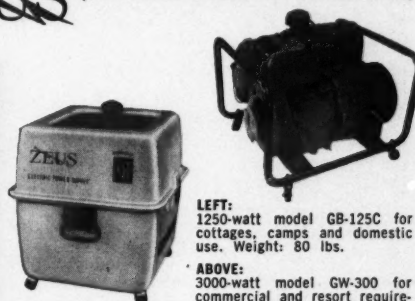
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Guiding New Staff

Help counselors become professional

By Evelyn and Stephen Baumann

Camp Con-es-toga

Leonidas, Mich.

OVER THE YEARS, as we dealt with staff within the close-knit camping environment, we feel we have learned a great deal — about ourselves and those with whom we have worked. We have been especially concerned with the new inexperienced counselor.

Irrespective of the degree of maturation, the initial job as a camp counselor is a "first" for him as a person. Just how he adjusts in such a situation is dependent, to a large extent, on how he adjusts to any life experience.

Those in the position of hiring and supervising inexperienced and new staff are faced with the challenge of minimizing the anxieties natural to the new and unknown, and of learning how to strengthen our own understanding and guidance, if we are to maintain positive leadership for our campers. Healthy relationships and maximum growth for campers confront us with the responsibility of securing and developing wholesome, sound leadership.

Until more scientific methods of selecting staff are evolved, we are confronted with problems that face any group of young people new to a work setting—the "realities" of the job and its expectations.

At the time of initial hiring, a new counselor sees the job in fantasy. This is to be a job in the "out-of-doors," with swimming, athletics, riding and everything he enjoys. How wonderful it sounds to him after the daily routine of school and being indoors! Although the camp director presents to him the job of counselor and its limitations, and the discipline of camp living, he hears this but does not really integrate. He is certain that this is the kind of job he wants. Reality actually sets in when he is at camp, on the job, and finds himself responsible for the care of children, for a degree of "fathering" and "mothering," and finds that for himself there is discipline within this camping environment.

Even when camp directors are as realistic as they can be at time of hiring, we need to utilize all our tools of understanding about human behavior and human beings as we supervise and guide our new staff. We need to integrate what we can from the allied fields of education, psychology and psychiatry.

First: In any learning situation, it is natural to have feelings of inadequacy and a lack of self-confidence. The inexperienced counselor cannot have the security that comes from *knowing what to do*, and that he can do what is expected. Hence, in the very early days of camp, we need to be acutely sensitive to such feelings. During in-

dividual conferences and informal group meetings, we must transmit understanding and give reassurance. By reiterating our confidence in the counselor and indicating that we hired him because we felt he has a contribution to make to the children and thereby to the camp, we can be helpful.

During the pre-camp conference or period of general orientation, we can help counselors by showing interest in their general adjustment to the new surroundings and, in general, by giving them a feeling of acceptance. It is helpful to encourage the new counselor to participate and share in camp planning very early. Let him feel you have respect for his contribution. Give him time to become acquainted with the physical surroundings, to learn about the camp's area, traditions and objectives.

Second: Start where the counselors are. We assume that counselors hired have a degree of skill in one or more areas. That's where we start. Let the counselor demonstrate and help in such area so that he can feel a degree of competency. In meetings refer to him questions related to his skill. Such an approach can offset some feelings of uncertainty and make for a positive beginning.

Third: How does the counselor react to authority? A healthy reaction is basic to healthy functioning within camp. Is he openly resistive to suggestions, to new ideas? Does he accept suggestions quite readily? Or, do we really know how he feels about those in authority who are placing demands upon him?

All of us have a tendency to reject suggestions first made in a new situation. However, the counselor who continues to resist direction or criticism is possibly doing so as a result of his own experiences in an autocratic and highly competitive family situation. As persons in authority we unconsciously become his parents and hence he reacts as he does.

If the counselor can understand why he seems to be "over-reacting" and can more appropriately say to himself, "Why should I fight so violently? He's not my father bossing me now; this is a job and this is a camp director telling me what to do on the job. I'm grown up now and free to accept or reject these ideas on merit and not on the highly emotional father-son basis," then he has taken a big step forward. Such self-understanding brings tremendous growth for the individual counselor and frees him to accept suggestions and do his job more effectively.

However, a camp is not a therapeutic setup and we are not supervising individuals on the basis of personal problems or personality adjustment. *Supervision needs to be focused on the job to be done.* Our goal must be the accomplishment of the objectives of the camp itself—the maximum for our campers.

Another counselor reaction to authority frequently experienced is too ready agreement and acceptance. He is too fearful to express opposition or question the supervisor. He may go along with what he has been requested to do but is basically resisting, and the campers sense such an unconscious feeling. Whatever attitude is felt by the counselor is reflected in the campers.

There is also the counselor who says "yes" to the supervisor, but as soon as he returns to his cabin voices his resistance to campers and staff. This is most demoralizing and weakens the job to be done. Such a reaction to authority is far more difficult to deal with than open defiance or resistance. In our experience, this "hard-to-reach" counselor who airs his criticisms in front of campers and staff undermines camp morale. The sooner a supervisor becomes aware of such dual behavior, and frankly communicates to the counselor his awareness, the better. A director who moves about camp freely will find it easier to gain such awareness of staff behavior and to handle situations as they arise.

Counselor Supervision Should Be Consistent, Constructive, Friendly

We are strong believers in day-to-day, on-the-spot, informal observing and helpfulness on the part of supervisors, supplemented by regular individual conferences. Such informal supervision requires understanding and skill so that the supervisor does not seem threatening to the counselor. Frequently a "fatherly" or "motherly" approach is good—a "pitching in" and helping rather than being negative or critical and then taking over. Such an approach, very carefully dealt with, may help a counselor resisting authority. Help given right on the spot may make him feel you're more on his level than when you're sitting across from him in the office during a regular conference.

Counselors can learn a great deal about themselves when time is taken to discuss the reasons for their difficulty. Some of what counselors as leaders will learn about themselves may be confusing and disturbing. An astute supervisor will handle such discussions with discretion and understanding. The counselor will be grateful when he finds it will aid him to better handle his campers.

Another area that responds well to supervision of younger and less experienced counselors relates to the "why" and "how" of setting limits with campers. Staff reared in families where permissiveness has prevailed may be at a loss as to how to set limits. When a counselor is unable to set reasonable limits, campers are confused and do not know what is expected of them. Campers can become overwhelmed or out of control and frustrating for a counselor to handle.

Very often the inexperienced counselor is eager to be liked by his campers and therefore finds it difficult to say "No." At the other extreme, of course, is the rigid, demanding counselor who expects immediate obedience. Some of us have encountered this kind of attitude and expectation in a European counselor reared in an atmosphere of less freedom for children. Either extreme is not good in the camp setting. We believe that the most important technique for helping new staff lies in our understanding of the "why" of their behavior and our taking the time to discuss the reasons for their difficulties. With receptive staff, a great deal can be accomplished and happier campers and counselors will result.

We believe that by anticipating "blind spots," much can be avoided that would otherwise be detrimental, and opportunity for more positive leadership is provided. A list of helpful tips for good leadership, phrased as counselor directives, follows:

1. Be objective — do not "over-identify" with campers. Campers sense "favorites" and "counselor pets" very quickly. We realize that you cannot react the same to all campers, that they won't all appeal to you. In fact, one or two campers may cause you to react negatively. This is quite natural. Stop and ask yourself "why?" Give it some thought. Does this camper remind you of somebody you don't like? Favoritism has the same implication. Somehow you just like this boy or girl better than the others. Try to find something "good" in each of your campers, something you can enjoy or appreciate in each. Something positive can be found in each camper if you look hard enough.

2. Be a "good listener." Children love to tell adults about themselves. When you listen, they feel you're interested in them. That's important; it gives them a feeling of being worth listening to.

3. Discriminate between listening and discussing campers' difficulties and burdening them with your own personal problems. Doing the latter immediately puts you on a camper level and no longer in the role of leader.

4. Reach out to your campers. Children are young people, with limited years of experience in dealing with adults. They want to be accepted and liked. Don't wait for all campers to come to you. Seek out the shy ones—take the initiative—help them feel your genuine interest.

5. Be enthusiastic—be colorful! Children readily reflect such enthusiasm and good humor. You are in a unique position. You are the leader in a camp project, your attitude toward food, toward camp discipline, all this will be felt by your campers. Yours is indeed a great responsibility.

6. Try to anticipate trouble spots. If you know two campers don't get along well together, don't pair them off. Try to foresee the consequence of certain behavior, excursions, etc. Will it entail danger? Will it set a bad precedent?

7. Have a good sense of humor. A smile, a shrug of the shoulders will frequently handle a tense situation.

8. Have goals for your campers. Your supervisor will be of help here. We need to understand our individual children, to know how we can strengthen each in his way and in terms of his own interests. Look for areas of accomplishment. Find the best in each child.

As staff administrators, we must recognize that just as the camper is part of the cabin group and of the total setting, so is the counselor related to the total camp community. Staff recreation, staff participation in program planning, open lines of communication with supervisory and administrative staff, all this is basic to healthy functioning and effective leadership.

Goals and objectives of the camp must be clear cut and understood by staff. Expectations on the job must be clearly set forth. We serve our campers best when we succeed in reaching our counselors and bringing out the best in them. The counselor must be seen as a valuable aid to the total camp goals and not as a necessary tool to "take care of" and "entertain" campers. Counselors must grow and expand with the camp toward common goals.

Because the camping field involves part-time work for most staff, the turnover is great from summer to summer. New and inexperienced staff is an integral part of our responsibility each season. If we can strengthen each new counselor, we will have come a long way in strengthening professional camping in general and in assuming our responsibility to children we serve.

Open Horizons

offer handicapped children
real camping experiences

By Louise A. Frey
Assistant Professor
School of Social Work
Boston University

CAMP Oakhurst has been serving handicapped children for many years. Over these years there has been a growth in knowledge of the needs and capabilities of the handicapped. Along with this has come a greater understanding of the creative use of the camp experience. Oakhurst has grown with the years and is today a group centered camp with an administrative and supervisory staff of social group workers. The day's schedule and the list of possible activities would sound very much like those of most other group work camps. The major difference would be that the campers would all be physically handicapped in some way. The degree of handicap might range from a limp to almost total immobility or from complete independence to almost total dependence on the aid of another person.

The camping experience offered all children the benefits traditionally ascribed to group centered programs. These benefits were enhanced by the fact that such children rarely have the opportunity to go to camp or to participate in informal social groups.

Probably one of the most important parts of the camping group experience is the enjoyment of it. When camp is fun, the positive social learning which takes place in the protected group is facilitated.

The fun of camp comes from the program which the group develops. There are very few program tools which cannot be used with handicapped children at camp. With imagination and an acceptance rather than denial of the limitations of the children's handicaps, the staff can develop a tremendously varied and creative program with the campers.

First, the fact that camp is in the country often opens a new world of experiences for the handicapped child. Astronomy, for example, can be very instructive and moving to a handicapped child.

Animals and plants can be very thrilling to children who are rarely exposed to them. Trips to farms, keeping animals around camp, nature study, making aquariums, terrariums, etc., are sources of endless fascination. The garden at Oakhurst provided even the most involved children with an opportunity to help life grow. Seeds were planted in rows far enough apart to allow a wheel chair or widely braced crutches or a sitting child to work between them — digging, weeding, hoeing, watering and harvesting vegetables.

Traditional camping activities such as hikes, cookouts and overnights were arranged so that all campers could participate. Cookouts and overnights were especially enjoyed by the eager campers. Secret hideaways in the woods were built by the groups using axes, knives and other standard camping tools.

Adapt Activities

As with nature and campcraft, it was possible to adapt all other activities to suit the child's needs. Baseball was one of the most popular activities, especially for the least handicapped boys. Archery, table tennis, volleyball, badminton, swinging and sliding, climbing the jungle gym, were all part of the camp scene. Swimming was a most satisfying activity for children who found a kind of mobility and freedom in the water that they could not have on land.

Square dancing and playing party games could be done even by children in wheel chairs. Motion songs and rhythm bands as well as group singing and music appreciation were used constantly as activities in them-



Photo from Timber Trail Camp

selves or as part of larger programs such as international campfire, carnival or a dramatic production. Participation in dramatics is possible for almost any child, and was a most satisfying activity. Talent shows were a must for the many children who were bursting to show what they could do on stage.

Photography, trips, discussions, unit meetings, charm sessions, boy and girl parties, were all used successfully at camp. Arts and crafts, traditionally a part of occupational therapy programs for the handicapped, were used individually and as parts of group projects with a kind of freedom that a therapy program cannot have. For example, a teen age girl completely unable to use her arms, painted part of a carnival booth with her feet because of her great desire to participate in her group's contribution to the camp-wide program.

The secret to successful programming lies in staff attitude. An imaginative, creative counselor who thinks of the kinds of things children usually enjoy at camp and then figures out a way that each group member can participate in such activity usually develops a good program.

Meaning of Group Experience

We know that broad activity horizons can be opened up at camp to children, handicapped or otherwise, and we also know the deeper meaning of participation in groups for all children. In the course of planning for a day's activities and in the course

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of a day's living together, many important learnings about oneself take place. Any child learns each day more about what he can and cannot do, what others think and feel about him and what he thinks and feels about them, and he develops feelings about himself as a person. We work with our groups so that each child will have experiences which help him gain a realistic picture of himself and to see himself as a worthwhile acceptable human being.

Need for Integrated Camping

The program at Oakhurst demonstrates that a group centered camp program is able to provide vital opportunities for group living to even very severely handicapped children. The question, however, arises as to whether it is serving children who could benefit more from being in a non-specialized camp setting and if it shouldn't concentrate more of its efforts in working with the more severely involved children who need greater specialized care. It seems that many campers at Oakhurst not only could be integrated into regular camp programs but should be if they are to be given the best possible service.

The need for integration is great and through an honest appraisal, many directors will find that they can begin gradually to introduce handicapped children into their programs. A thorough appraisal would have to cover three areas: camp program, staff and physical plant.

Physical Facilities

Beginning with the physical facilities, a most important consideration is the terrain. The roughness of the land will determine in part the kind of handicapped child who could use the camp. A rocky, hilly site may not be possible for a child on crutches but a child with an arm, speech or hearing disability would not be eliminated for this reason. Other important considerations would be distances between living quarters, activity and dining areas and infirmary. The number of steps at entrances to buildings or to the waterfront would also have to be considered. Often a few modifications such as rails on steps can make a difference in the kinds of handicaps which could be accepted.

Program

If facilities lend themselves to use by handicapped children, the next question to consider would be the adequacy of the program and staff.

If program is highly competitive, or if emphasis is largely on rugged living, it would have to be only a very mildly handicapped child who could participate happily. If, however, the program is one which allows for a wide range of activity, is more cooperative than competitive, and is dedicated to helping each individual to participate in the group according to his abilities, then more involved children could probably be served.

Staff

The qualifications of the counselor and supervisory staff would also determine the kinds of children to be served. A young inexperienced staff could probably handle the mildly handicapped child who has already demonstrated his ability to hold his own in groups. The more complex children should be placed in camps where there is greater professional knowledge of human behaviour and where there is careful supervision of counselor staff.

Intake

A camp should know its limitations and qualifications so that it may give the best service to its handicapped children. In addition to knowing itself, it must also know what each applicant can do and what help he will need at camp. Such information is gained through a sound referral procedure. The camp intake worker has responsibility to see to it that the referring worker, the child and the family know exactly what will be expected of a child if he is to be a camper.

A decision about the child's and the camp's readiness for each other cannot be based upon physical data alone. The child's feeling about his handicap, not the severity of it, may be the crucial factor in determining his ability to participate in a "normal" group.

Special Needs

Naturally special problems will arise because of the presence of handicapped children in camp. Fortunately they are problems similar to those group workers are accustomed to handling and can be worked out using the same methods proved sound in the past.

One special problem is the amount of physical care that a handicapped child may need. Fortunately, most have been trained to help themselves, and at Oakhurst one frequently saw a small child who could hardly man-

age buttons, put on a leg brace, buckle all buckles, grab his crutches and take off for breakfast completely unaided. When children are not physically able to be this independent, the counselor had to be the helping person.

Many people have the idea that it would be necessary to have a doctor in attendance because of a greater incidence of sickness. This was not so. The children were healthy. The community doctor was rarely called. The counselors took responsibility for seeing that children wore dry clothing, that they did not linger at the pool after swimming, that they were warm at night and that they had quiet rest hours. The nurse had complete medical records on each child and knew which children required special medication and administered it. She kept watch for signs of fatigue by being present at meals, bedtime and during activities in the day. At swim time, signs of brace sores could be spotted. Accidents were rare because children knew how to fall and knew what they could and could not do. Accidents could have happened because of worn shoes, broken brace straps or worn crutch tips. The concrete floors in the bathrooms when wet, for example, could be a hazard to the child whose crutch tips were worn, but since emphasis was placed on seeing that appliances were in good condition, such accidents did not occur.

Because the nurse, specialists and counselors knew the limitations of each child, no child was pushed beyond these limits and no special health problems arose. This kind of concern for health and safety would seem to be good practice in any camp.

Enthusiasm Grows

These then are some of the questions to be considered in working with handicapped children at camp. It should be clear that basically they are not different from the ones ordinarily presented to the group worker and that they can be worked out in similar ways. A camp with a sound group work program should be able to do a good job with physically limited campers. Beginning in a limited way with a few children, a camp can develop its own experience and feeling of security about working with such children. It may even find itself growing enthusiastic about this expansion of its services and actively seek out handicapped campers by notifying hospitals and clinics that it is accepting disabled youngsters who are ready for its program.

Camping For The Very Young

By Grace Mitchell

Co-director, Green Acres Day Camp
Waltham, Mass

HOW IS the nursery-age day camp different from nursery school? The location, buildings and grounds may be the same, and yet the atmosphere is so different that we feel as if we had been "away" for the summer. With close scrutiny of this question some very real distinctions can be found.

The first is a matter of emphasis. In school the emphasis is on learning in camp the prime requisite is *fun*. Of course, the two cannot really be separated. The "book learning" that grade school children are exposed to is, for most of them, fun. Lessons learned in nursery school relating to comfortable living relationships are certainly not apart from fun.

On the other hand, a great deal of learning goes on in camp, not only in skills but also in acquiring tools for socialization. The difference lies in the amount of pressure involved. In school, no matter how hard we try to avoid it, there is a deadline to meet. If Johnny doesn't learn to read or if Susie doesn't learn to add and subtract, someone is blamed, either teacher, child or both. The nursery or kindergarten child leads a pretty free and easy life, but if, because of that very freedom, he has not acquired the skills which enable him to live side by side with his peers, again there is something wrong. This type of learning is subordinated in day camp to the primary objective, recreation. If four or eight weeks in a day camp can, in some small measure, *re-create* a child physically, emotionally, and socially with a little mental stimulation thrown in, the camp has succeeded in its purpose.

Another difference between nursery school and day camp is so obvious it hardly bears mention. Any nursery school teacher who has struggled through a winter of stubborn zippers, tight boots, and lost mittens will appreciate the sheer joy of summer when socks and sunsuits constitute the principal wardrobe.

What of the program? Is that different? Overall objectives are the same but camp is different in that activities are carried on as far as possi-

ble out of doors. Painting easels, fingerpaint and clay all move outside and are enjoyed with fewer restrictions on cleanliness. Water play moves from the schoolroom sink to the large tub, pool, brook or lake. Nature experiences are literally down-to-earth, ranging from planting, tending and eating a radish to watching an ant family through a magnifying glass.

Opportunities for sensory experiences are unlimited. The aware teacher will help her campers see fleecy clouds in a blue sky, lacy patterns of sunlight through branches of a tree, the flash of a red-winged blackbird; to distinguish the smell of sweet fern, pine needles or red cedar, the taste of sassafras, tart blueberries or juicy blackberries; to enjoy the feeling of bare toes squizzling in warm sand or tickled by wet grass.

Music Is Important

Music in the nursery day camp, as in school, is an integral part of the total program, associated with every activity. In addition, little ones listening to older campers often learn the camp songs. Later parents may be astounded to hear them sing verse after verse with gusto, if not complete accuracy.

The facilities of nursery camp may be much less elaborate than those of the nursery school. Basic requirements for health, sanitation and comfort must be met and adequate provision must be made for rainy days, but beyond this the nursery camp can take full advantage of simplified outdoor living.

The greatest difference between school and camp is in personnel. All of the advantages (with few of the disadvantages) of a large family are enjoyed in camp. Staff members directly responsible for the nursery program should meet the age, experience, and training requirements of a good nursery school. In addition, there may be campers up to the age of 12, counselors-in-training aged 12-14, junior counselors aged 14-17, college-age counselors, graduate students and even a few grandparents on the staff. Nursery campers thus absorb some of the atmosphere found in "one big happy family."

Best of all, there are *men*, a luxury

few nursery schools can afford. Little girls adore them! Little boys respect them, admire them, copy their speech, mannerisms, even their dress. If "Mr. John" wears his cap on the back of his head, 18 little five-year-old boys in his unit will be strutting around in the same manner.

Incidentally, graduate students preparing to be doctors, dentists, and ministers have found this informal association with small children to be valuable training for their professions.

Now the question arises, "Is it wise to have pre-schoolers in a day camp with older children?" Yes, if the director is aware of their specific needs, or can allocate responsibility for them to someone who has the necessary qualifications.

Day camp operators are often teachers, athletic coaches, or individuals operating the camp as a business venture. Frequently, their initial plan does not include nursery-age children, but they are pressured by parents to accept little brothers and sisters of older campers. If these little ones are lost in the shuffle, subjected to the stimulation of a program geared beyond their level, it is bad for all concerned. Instead of gaining from the camp experience, they may suffer physically and emotionally.

Summer Employment

Many nursery school teachers have found work in a day camp a happy solution for summer employment. A teacher, contemplating this, should take a long look at her own temperament and needs. For some it is ideal. For others, experience with older children may be desirable. Not only is a change beneficial, but the teacher who acquires breadth of experience and background is amplifying her talents. Others will be far better off to work with their hands instead of with people, giving their minds and emotions a rest.

The objectives of the American Camping Association, "Better Camping for All," can be met in nursery day camps, if teachers will study this type of summer employment, if parents will inquire into and insist upon high standards, and if camp operators will recognize the peculiar needs of our pre-schoolers.

Into Nature Naturally

By Marjorie Biegler
Camp Lake Hubert for Girls
Lake Hubert, Minn.



Vic's Minocqua Photo

WILDERNESS, campcraft, out-of-doors living — whatever we choose to call it—certainly, all would agree, should be the core of a good camping program. However, in camps where other areas of program are in abundance we often find that wilderness activities are not those sought out, at least by the girl campers with whom I work, when a free-choice program is offered. If we sincerely feel that wilderness activities meet so many of the objectives of camping, we must be concerned about this. What can we as counselors and administrators do to create greater interest and participation in wilderness activities?

First, perhaps, we need to ask ourselves, "Why are so many of the campers not initially as interested in the wilderness program as in other activities?" What is it that makes them more interested in some activities than others? Usually, when campers are given an opportunity to choose activities, they are likely to select those with which they are familiar. They find security if their "take-off point" is in the realm of some known experience.

What is the implication of the term wilderness or campcraft? Oftentimes, the first experience the camper has in this program area is through firebuilding, axmanship, knot tying, putting up tents. Seldom have girl campers had previous experiences with these activities. With such an introduction, campers are not likely to attain a

reasonable degree of security in their new endeavor. Perhaps we need to ask ourselves, "Are the campers moving into this new realm of wilderness camping from a security-contributing base of familiar experiences, or are they starting their foundation for this program with totally unfamiliar experiences?"

There is no doubt that many good wilderness programs have started with some combination of the above mentioned items. However, in my experience, introducing too many and too new ideas at once seems to limit the interest and enrichment the program warrants. How can wilderness program be set up so that it will appeal to the greatest number? How can we get more to participate with enthusiasm on a voluntary basis?

Let's appeal to them as campers in a wilderness program. From there, we can introduce elementary and related programs, and then expand into all of the other areas that are so essential for a well-rounded wilderness program. Let campers themselves recognize the need for each of the necessary facets as they fit into the total pattern of good camping.

What medium shall we use? The girl who comes to camp without some experience in the kitchen is rare indeed. If she has not had some experience in cooking at home or at school, certainly all have observed others at work preparing food products. Without doubt, each can recognize the results of good cooking by the appearance and the taste of the product. Hence, the identification of cooking with the female in the home sets the stage for the wilderness pro-

gram and establishes a firm base for this new area.

Is it desirable at camp to expect girls to produce or want to produce a food product that looks just as good, tastes just as good, and gives one the same satisfaction that all girls and women strive for in their own kitchen at home? Whether you expect your campers to reach such a pinnacle or not, you may be surprised to discover that they will welcome the opportunity to discover within themselves whether they can equal or excel something they have previously produced at home or at school, or have seen others produce.

Such was our experience at Camp Lake Hubert last summer. We knew that our girls loved to cook in the cut-of-doors. Some of the most popular activities in the wilderness sessions were those where the cooking instructions took place. When canoe trips were being planned, the enthusiasm seemed to center around planning menus and experimenting with new recipes, and on the actual trips, all were eager to participate actively in meal preparation. To further bear out the premise that the girls were enthusiastic about outdoor cooking, it was rare that they did not include this experience as a portion of their free choice activities.

"Bake-Off" Introduced

In order to give all an opportunity to show themselves and others what they could produce in the area of outdoor cooking, the wilderness staff introduced what came to be known as a "bake-off." Each cabin group of

approximately 24 was oriented to the "bake-off" several weeks before the scheduled date of the big affair. Campers were told, there would be three divisions of competition: aluminum foil cooking, deep fat cooking and reflector oven baking. Each cabin group chose the division in which they desired to enter, the only limitation being that the "deep fat cooking" division was limited to older campers because of the safety factors involved.

All Participate

Campers were encouraged to choose a food product with which they had previous experience. Or, if they wished, in the interval between the first announcement and the actual "bake-off" they could experiment with new recipes. They were also told to give consideration to the cooking site they would use. They could choose any area in camp which was suitable for building a fire and cooking.

Although without distinct specifications, the wilderness staff stressed to counselors that they encourage all in the cabin group to participate, rather than only a selected few. The outcome, as it appeared and was evaluated, was that all did participate in this project in one way or another. Generally each group would decide as a whole what division they would enter, what food item they would make, and what cooking site they would select. Various committees were then set up for such responsibilities as gathering wood, preparing the cooking site and maintaining the fire, making out the food requisition, preparing the food, cooking the food, serving the food to the judges, explaining the processes involved to the judges, and cleaning up.

Two days before the time of the "bake-off," it was required that each cabin group submit in writing to the dietitian the needed food items involving special purchases.

The first "bake-off" was held in the afternoon, and fortunately the weather was comfortably cool. However, during the second session, it was extremely hot on the scheduled date. Therefore, it was decided to postpone the contest to the next morning. The postponement was highly acceptable to all involved, and undoubtedly future "bake-offs" will be scheduled for the morning hours.

Maximum time allowed for each group to prepare and present their product was two hours. Within this time, the group was to lay the fire, begin food preparation, and actually

cook or bake their product. Campers did gather wood and ready the cooking area before this time.

During the two-hour period the three judges rotated from one cooking site to another and rated campers on all factors contributing to the end product, which, of course, was sampled. Two questions most often asked by the judges were: "Did everyone in your cabin participate in the project?" and "How much of the work did your counselor do?" Here an attempt was made to ascertain that this project belonged to the campers, that campers were receiving the maximum values from the experience. As in any camping experience, guidance by counselors was not only acceptable but encouraged. However, the stress was placed on *camper action*. Last, but not least, judges were also interested in the appearance and taste of the food products.

Although the end product was not the primary objective in this experience, it was something campers could see and be proud of. All products proved to be of such quality that abundant motivation was assured for future "bake-offs." Campers felt confident that the three-layer peach cakes, french fried onion rings, baked apples, candied sweet potatoes, and other items were equal to any colored picture in a cook-book or woman's magazine.

Lasting Interest

What is the value of such an experience as this? As already mentioned, group and individual action—planning, experimenting, participating—are important. To learn that outdoor cooking can be conducted in an organized, efficient, hygienic manner is also worthy of recognition. Equally important is the fact that counselors are given an opportunity to show campers that wilderness activities do fit into the framework of the feminine world and responsibilities as set up by modern society. In outdoor cooking, campers have an opportunity not only to participate, but also to develop and experience a highly desirable quality of excellence in a wilderness activity. They meet success! Success stimulates continued interest and further experiment. An experience such as the "bake-off" enables counselors to reach more girls and show them ways to enjoy the out-of-doors as a woman's activity. In conclusion counselors are given an opportunity to utilize the "realm of nature," one of the unique purposes in camping, to introduce campers to the wonders of the wilderness.

TEEN A

By Martin Gold

Teen Camp Supervisor, N. J. 'Y'
Camps, Department of Psychology
and Institute for Social Research
University of Michigan

IN THE FIRST PART of this article, published in the December 1960 Camping Magazine, it was pointed out that successful camping for teenagers calls for quite a challenge to organized camping—a readjustment of our thinking along lines of what teenagers need from camping.

I suggested that a survey of organized camping will show that successful programs for teenagers fall into one or more of three somewhat overlapping categories. These are adventure, training workshops, and work-camps.

By *adventure*, I mean programs like wilderness survival, cattle ranching, extended canoe explorations, sailing ships, mountain climbing, and caving. These are characterized by the novelty of the experience and what might be called their ego-stretching potential. The latter refers to the challenges this type of program presents to adolescents to extend themselves beyond their present estimates of their own strength, courage and skill. In answering these challenges successfully, their self-estimates change, their egos are stretched to new proportions. In a real sense, this ego-stretching represents a kind of growing up. They "make men" of boys because everyone would recognize that many adults could not rise to the tasks these campers conquer.

Adventure programs thus constitute one path to successful teen camping. Like any solution, however, this one has its limitations and its relative usefulness in different situations. We can readily see that special resources like equipment, locale, and special staff skills are prerequisites to adventure programs. Furthermore, they seem more appropriate for boys than girls, although certain adventure programs have captured the imaginations of girls, too.

Training workshops are focussed around teaching skills which are practiced beyond camp settings. Camps devoted to music and dance fit primarily into the category, as do youth institutes on leadership. Here, a teenager's justification for going to camp

TEENAGERS — Plan programs to meet their needs

Part II

is similar to his reason for taking a special course or entering into an apprenticeship: he is becoming expert in a way which will help him in adulthood as an all-round person, a citizen or a provider. His relationship to staff is not child-to-adult but student-to-teacher.

Training workshop programs are closely related to adolescent needs. They do not postpone adulthood but provide concrete preparation for adulthood and partake in adulthood already. Their limitations revolve around three factors. First, each skills program requires faculty and facilities which tend to be expensive and hard to find. Second, they are generally in danger of being narrowly focussed, providing too little program variety. The third limitation is one which exists only for those whose ideas of what "camping" means places training workshops in the category of "summer school" rather than "camp." There is some truth in this orientation, but it may be, on the one hand, that these workshops could be integrated with their natural surroundings (some, like conservation and geology lend themselves readily to this). On the other hand, we may have to alter our conceptions of what is "camping" to appeal to teenagers.

Work-Service

The third category of successful teenage camping programs, *work-service*, refers to programs like the Friends' Service Camps and the teenage camp maintenance and waiter units my own New Jersey 'Y' Camps conducted for some time. Participants in these programs usually pay reduced fees, no fees at all, or may even be paid some small salary. They emphasize that the teenagers are earning their own way by being valuable contributors to the community. The role of camper in these programs is closer to adulthood than childhood. Often, the harder the work, the more satisfaction adolescents derive from it, somehow equating hard labor on onerous jobs with adulthood!

An example of how this program works comes from a camp experience which I remember with some pain. In mid-July of 1953, New Jersey 'Y'

Camps lost four junior cabins and a recreation hall in a lunchtime fire. This tragedy for us was at the time qualified only by the fact that no one was hurt.

But with three-fourths of a summer still before us, lacking quarters for 40 children and staff, short a rec hall, and endangered by a pile of smoldering rubble, we were forced to call upon our senior campers for help. They rose to the occasion wonderfully and blossomed in it. The girls helped set up beds in our other rec hall and sorted all the salvageable clothes and personal articles. The boys stood daytime fire watch and worked alongside bulldozer and trucks to clear the area. All the kids pitched in to erect a tent colony, building tent platforms, pounding stakes, and raising canvas.

When it was over, we and the teenagers looked back at the experience and agreed that, aside from the major loss camp suffered, it had been an amazing program. In terms of morale, training, creativity, and really deep satisfactions, it had been a fine thing. It changed our conceptions about camping with this age group quite a bit and firmly wedded us to work-service orientations.

But there are of course limitations to this type of program. Finding work programs which will have meaning for youngsters throughout a summer is not always easy. Again, certain staff skills, not readily available, are necessary. Perhaps most important in the long-run, really useful work projects characteristically are initiated by administration, not by campers themselves, and this introduces problems concerning motivation and responsibility for direction.

Nevertheless, with their limitations, each of these types of programs and combinations of them represent successful solutions to the problems of organized camping with teenagers. They have been successful, I maintain, because they address themselves to the central needs of this age group.

I would like to conclude by mentioning two aspects of programming which can not be neglected no matter what paths to teen camping goals one travels. The first stresses the importance of recreation, for after all, as

children or adults, recreation is an important part of our lives. Recreation is required even more in camp settings because the population expects this specifically to be an activity at camp. Research data tell us that camping has high potential in this area because the recreational activities teenagers tell us they enjoy most are just those which camping usually provides: swimming is highest on the list for both boys and girls; then boys select hunting and related outdoor activities, while girls choose horseback riding. Third for girls is party-type events which include dancing, and for boys, working on motors. Any program for adolescents should include generous allowance for recreational activity, on a suitable level.

Decision-Making

The second characteristic which I feel is integral to any teen camping program concerns the locus of decision-making. One of the ways we must change the camper role to make it appropriate for teenagers is to invest it with the initiative to plan program. While camp administration must set limits on the power of campers to affect program, we often set these limits much too narrowly. Adolescents are eager to share in determining how their camp will run and what they will do, and they are surprisingly skilled at it. With proper guidance, their skill and sense of responsibility increases so that the limits we set upon their sharing this function become dynamic, changing and broadening as the youngsters progress. By offering teen campers an area of free movement in planning, we contribute to their growth as democratic citizens participating in group procedure, and we are more likely to provide them with specific activities they will find satisfying, since they can tell us what these might be. Perhaps most important of all, sharing program planning with them is the clearest way we can demonstrate to them our faith in their potentialities as adults.

—This article has been adapted from an address to the Michigan Section, ACA.

Paper Products

May simplify camp food service



Family-style service at Camp Edalia.

CAMP Edalia, operated by Educational Alliance, Inc. of New York City and located on Lake Tiorati, Bear Mountain, N. Y., has used paper cups and plates for three years and is convinced that food service has been considerably simplified. At Edalia, which accommodates more than 550 campers in three groups during the nine-week summer period, paper service is used for both staff and campers in dining room and infirmary, as well as for snacks and cookouts.

Costs of Paper Service

The costs of paper food service are about the same as for conventional service, according to camp director Samuel M. Goldstein. Savings in labor and other areas are about equal to cost of paper cups and plates.

However, Mr. Goldstein feels that most advantages of using paper do not lend themselves to cost analysis. "I fought paper for years on aesthetic grounds," he says, "but, when our catering system failed us and began to use paper, I found it brightened the food service and provided benefits that had not occurred to me.

"It reduces overcrowding in the kitchen. By eliminating two dishwashers, we reduced the problem of too many people in too little space and achieved greater efficiency.

"Second, we have fewer labor problems, such as having a dishwasher get sick or quit in mid-season when

a replacement is hard to find.

"Third, since paper is easy to handle and there's no danger from breakage, children now can set and clear tables. This saves hiring help for this work and gives campers a feeling of participation."

Acceptance by the children is enthusiastic. They associate paper with picnics, barbecues, ball games and other happy occasions. Parents appreciate the sanitation benefits.

Here are the paper service items currently being used at Camp Edalia:

7-oz. flat-bottom cold drink cups for snacks and cookouts; 7-oz. dessert dishes; 9-in. hard-finish molded plates for dining room; 8-in. hard-finish molded plates for cookouts; 7-oz. cone cups for milk; 4-oz. cone cups for juice; 8-oz. hard-finish molded soup bowls; 12-oz. hard-finish molded soup bowls for cereals.

Initial paper requirements are calculated to cover the first three-week period and are ordered in advance. On the basis of quantities used during the first two weeks, needs are projected and ordered for the rest of the summer.

Total cost of paper runs about \$1,600 for the season. No exact figures are available on what conventional service would cost, but Mr. Goldstein cites the following figures as minimums.

The extra labor cost to wash and handle conventional service would be \$600 to \$800. Heating extra water would come to \$200, and extra soap, towels, etc., would be at least \$200. In addition, two other factors must be considered in total costs:

First is the added load on the dish machines and extra maintenance they would need. At present these machines are used only to wash flatware and casserole dishes.

Second is the breakage of conventional service, and the interest on this investment. Approximately 600 each of plates, cups, saucers, glasses, soup bowls and dessert dishes would be required.

Adequate standards of sanitation are often difficult to maintain with conventional ware, whereas paper helps to eliminate one of the chief sources of cross-infection and reduces

the possibility that an illness will spread through the camp. This is particularly true when paper cups in dispensers are used wherever drinking water is available.

Additional Benefits

Trude Frank, director of Children's Colony Berkshire Camp, Lakeville, Conn., where paper food service has been used for 20 years, cites these additional benefits:

It makes camp safer by reducing the broken glass hazard.

It greatly reduces noise during meals and clean-up.

It simplifies accurate portion control.

It is simpler and more efficient to store.

It is light, making it easier for children to handle.

Miss Frank reports that their camp spends about \$1,500 a year on paper table service, purchased wholesale.

These are kept in a storage room and supplies moved into the service area as needed. She notes that a stack of 100 paper plates occupies a small fraction of the space a similar stack of institutional china would take.

"The lightness of paper is a distinct advantage to camp. We do not use waiters, as we believe children benefit from the responsibility of helping to serve themselves and each other. A tray containing paper service weighs about six pounds less than one with china and glass.

"There can be no doubt that high health and safety standards are easier to maintain when paper is used, since there is no chance of an improperly washed plate or cup spreading an infection from one camper to another. Last year we had one case of measles and one of mumps, but no second cases. And colds are almost non-existent in our camp.

"We had only one real problem with paper service: children cleaning up would frequently toss away silver with the leftovers on their plates. We solved this by assigning children to collect all silver before paper is gathered up to be sent to the incinerator. Silver is put in a boiling water bath after each meal to sterilize it."

Goals in Camping

Goals are meaningless unless efforts are made to implement them



By B. Robert Berg

AS THE CHILD, his parents, and the camp administration all have their own goals which strongly influence what the youngster actually will get out of camp, let's start by considering what each group may want.

Parents may send their child to camp primarily because "it is the thing to do." Perhaps they want to get the youngster out of the city because they feel it will provide for better health and greater pleasure. Many hope for some specific achievement: learn to be a man, learn to play well with others, acquire skills, develop good habits, etc. Some parents send their children to camp to get rid of them and be relieved of the responsibility of supervising them during the summer.

The child's goals may differ considerably from those of the parents. He may not want to go at all, or be ambivalent about going. Even if he does want to go he may take a dim view of his parents' desire that he use the experience mainly to develop good habits or something along that line. If he doesn't want to go, his main objective may be to get home as quickly as possible.

On the positive side, the youngster

who does want to go may have one of the following goals. He probably wants to have fun. Part of such fun may result, in his mind, from escaping for a time from school and parental authority. He may wish to learn or develop skills. Perhaps he merely wants to be with a friend or friends who are going. Underlying all his wishes are deep, unspoken needs for an experience which gives him recognition, acceptance, affection, security.

The camp administration has its goals too. We must distinguish here between administration and counselor staff goals. The latter's objectives could easily take up an article all by themselves and consequently will not be considered here. The administration may want to make money or to fulfill the objectives of a sponsoring organization (spiritual, physical, psychological or any combination of these.) There may also be many altruistic objectives directed toward healthy development of children.

This writer believes the ideal camp goal should be that the camp provide a constructive, growth-producing and pleasurable experience for each child.*

Establishing goals can be meaningless if no effort is made to implement them. It seems to me that the following four points can help us achieve our goals.

1. *Reconciling the different goals.* If parents, children and camp admin-

istration discuss and consider together what the objectives should be or could be, likelihood of common goals is enhanced. The camp must take the responsibility for this and can do so in various ways. More effective interpretation of camp objectives helps. This can be done in part by honest, well-prepared printed material and by pre- and post-camp meetings with campers and parents.

Another way is through proper involvement of parents and campers in intake. Good intake not only tells the child and his parents about the camp but assesses his readiness for the experience and considers with him what he can get from the camp. Unrealistic expectations should be fully handled. Still another way to reconcile goals is for the camp to have greater clarity as to its own goals—are they clear and are they acceptable to parents and children?

2. *Broadening our goals.* In a 1958 study of eight Minnesota camps, recommendations were that they increase their "social service" component. This was defined to mean more effort to have each child individually get from the camping experience, not just fun, but something which would also help his growth and development. If we broaden our objectives so that in addition to providing pleasure we are consciously meeting other needs as well, we will go a long way toward achieving goals for campers.

3. *Calling for expert help.* To further establish and find ways to reach our goals we can turn to many sources for help. Each ACA section can offer

*For more material on objectives and values in camping, see pages 11-15 in "Psychology in Children's Camping," B. Robert Berg, Vantage Press, and the section "Some Values of Organized Camping" in "Camping at the Mid-century, published by ACA.

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assistance. Usually the "visitors" who help accredit camps at ACA members can offer helpful suggestions. Most Community Welfare Councils have a Group Work Section which offers guidance. All State Universities and Schools of Social Work can give consultation. In addition individual experts can be called upon in most areas, i.e., program, medical, religious, psychological, etc.

4. *Staff and Program.* To achieve our goals we must be sure our staff knows them and accepts them. We must have this in mind when we hire and train staff. Our program must implement our goals. For example, if we want campers to develop self-sufficiency, democratic give-and-take and creativity, then we can't impose a rigid, fully-packaged program on them, but must allow some opportunities for them to program for themselves.

Annual Evaluation of Success Helpful

There are four main ways for us to evaluate our success in reaching our goals.

1. *Follow up.* We can survey campers and parents by asking questions such as—what did he learn?—how is he getting on compared to before the camping experience? This can be done by interview or questionnaire.

2. *Staff analysis.* The entire staff can review the season and participate in an evaluation.

3. *Asking experts.* The same sources mentioned earlier can be used for evaluating results.

4. *Research.* The "Bibliography of Studies and Research in Camping" put out by ACA reveals how little the field of camping has done in this area. It is camp administration's responsibility and opportunity to do research—the better to serve children. Evaluating how we are doing in offering constructive experiences to children is an important research area.

There is a strong temptation for all of us to concentrate only on the concrete and tangible problems of our work — maintaining physical plant, recruiting, hiring staff, etc. We tend to view philosophical considerations as unreal and secondary. I would like to suggest that as a regular annual procedure we all examine our goals in camping. A long, hard look at our goals and objectives could profoundly change our handling of the realistic problems.

International Camping *with exchange counselors and program activities*

By Mary Louise Finney

*Chairman, International Committee
American Camping Association*

PEOPLE - TO - PEOPLE is what will save the world," Mr. Eisenhower said during a visit to India. Not all of us have an opportunity to travel to meet people in their homes, but all of us have an opportunity and an obligation to understand peoples of our world. What better place to widen our circle of friendships than at camp?

The most obvious and most utilized method for introducing international flavor into camps has been use of staff exchange. Many camps have used foreign students, both graduates and undergraduates, as camp staff. Some have brought over foreign counselors for the express purpose of working in their camps. Nearly all report a sharp increase in understanding and interest among campers in the country the staff member represents. After consulting with a number of camp directors and agencies who have had this experience, there seems to be two schools of thought. Here is what they say.

First, if you plan to have a counselor from another country it is extremely important that he be at camp in time for pre-camp training. Because of his own camping experience, which probably was not in a resident setting, he must learn of your own camping objectives and methods. Your camp, regardless of its location and organization, will likely seem much like a civilized community compared to his rugged, back-packing, nomadic camping experience. It takes time to instill the belief that real camping is possible in a camp which may have showers, a dining lodge, screened cabins and limited boundaries. All directors are in agreement about this.

Placement of the staff member is of great concern to directors. Here some directors feel the foreign staff member should be recruited and placed in a specific job which he will continue to hold throughout the season. Others feel having him be a "floater" lends more excitement to the setting. Still others believe the counselor might work out better by changing

from a specialist to a cabin or unit counselor during the season.

The staff member's background needs to be taken into consideration. There will be those who have camped where servants were employed to do all the menial chores around the campsite. How would you explain to this young man that it is not beneath our dignity to wash dirty dishes and sweep the kitchen? Others may come from the free wheeling, primitive kind of camping done in many parts of Europe, and now find themselves placed with children who live in screened buildings and eat three meals a day in a lovely lodge. How can this counselor adapt to this camp?

Provide Experiences

It is extremely important the foreign guest have a variety of experiences so that he does not return home having spent his summer in a narrow way. Helping him plan his time off from camp is important, too. Perhaps home hospitality near camp and in the nearest city can be arranged so that he will have a wider experience and therefore a wider understanding of our country and its peoples.

There are many ways a foreign staff member can add to the depth of a camp's program, if he is properly used. Besides the songs, games, dances and campfire ideas he will bring, the opportunity for camper-staff friendship through casual conversations is a most pleasant method of increasing understanding. One director reported having a former Nazi panzer tank commander on his staff. He said, "The campers learned that some barriers between races and countries are overcome by living and sharing together the common experiences of camp and that enmity and hatred arise, not from differences between races or peoples, but from the selfishness, oppression and fear caused by despotic and tyrannical leadership. We sang songs in German taught by our German leader. We laughed, played and prayed with him. These gave us a new, first-hand, healthy experience with a person from another country in a shrinking world."

Another reports an annual exchange in his camp where he says he is not interested particularly in what they teach or how much help they are in camp leadership as he is in their spirit, their fine personalities, and their being representatives of another nation. Still another reports the foreign staff member should be there as nearly as possible on the same basis as other staff. Rotary International of Pittsburgh, Pa., worked out an exchange program with the Western Pennsylvania Section of ACA.

There are agencies whose program includes bringing young adults to the U.S. for summer camp placements. One reliable agency which could give details of their program is the Committee on Friendly Relations Among Foreign Students, 291 Broadway, New York 7, N. Y. Write for details. Your own state college has a foreign student adviser who would likely know of a half-dozen excellent recruits, eager to work in your camp. Henry Ollendorff of the Cleveland Neighborhood Settlement Association, 1001 Huron Road, Cleveland 15, Ohio, has been working several years on a most interesting exchange program. He has excellent materials to tell of his program. It has expanded to the point where he could provide a list of personally-screened applicants for your consideration.

For Deeper Appreciation

Nearly every camp finds excitement in putting on an international campfire or festival or fair some time during camp. It catches the imagination; campers like to put on costumes and pretend they are from some exotic place in the world. This is certainly possible without having a foreign staff member or consultant available. But it is important for better understanding to have resources of some kind. If we are hoping for a deeper appreciation through our efforts there are four A's to consider.

The first A is *Authenticity*. We can do more harm than good by singing songs that ridicule other nationalities or by "hamming up" folk dances. Let's learn it right by consulting books, libraries, people who know . . .

all before camp starts so that we who teach can do it right.

A is for *Artistic*, too. Not only can we learn the art, songs and dances, but we have a great opportunity to practice other folk arts and possibly even some of the formal arts of another country in camp. Here again, we need good authentic reproductions of paintings or prints, some information on the artists, a knowledge of their media, colors, meanings, techniques. How much more valuable is a free form piece of clay sculpture than a pre-cut kit for assembling a whistle rope?

And A is for *Application*. If a group learns a folk song from a country, isn't this a possible springboard for a banquet which could feature a dish from the same country cooked over an open fire? Or a handcraft design for a wood or linoleum block? Or a pantomime or play written by campers? The possibilities are endless, if applied to all phases of camp life.

The last A is the end result, *Appreciation*. If we are prepared in our camp libraries and film libraries before camp starts, if our staff in pre-camp training has an opportunity to use these resources, we can expose our campers to the authentic and artistic, apply the interest to total camp program and instill an appreciation

which will last a lifetime because it was fun at camp.

With our growing interest in language study, we naturally hear of many camps starting language units. Some meet with great success and others have had discouragements. The important advice we have gathered is that if another language is to be used at meals or during daily activities it is most important that the children have an adequate English grammar background in order to grasp the instructions given by a foreign-speaking staff member. The other important thing is: Do not start a language unit unless you have a trained staff member with experience in teaching language through conversation.

The counselor or consultant should be an expert in teaching and an expert in your kind of camping, not a particularly easy combination to secure. But keep looking. Just don't start until you are convinced you have the right staff member, because there is some danger of discouraging campers from ever wanting to try again, if they have a dismal start. Camp is a wonderful place for practicing another language, and when all campers are learning together, a great deal of progress can be made in even two weeks.

How about talking to another

country from camp? Most camps wouldn't have a "ham" radio operator's license, but there are likely ham operators among staff and possible campers. If all clearances can be made, this is exciting program for campers and staff alike. Perhaps a neighbor is a ham operator. If he needs to put in time with his set, he may be happy to contact someone far away who could add much to campers' interest in another country.

Do you ever get tired of the song about the wooden shoes of Holland or the ash grove of Wales? Well, how about finding a new horizon for yourself? Even though the campers may be new each year, you're not, and if you have a whole new interest this year, your approach to the international night program will be much more enthusiastic.

How about "taking on" South America or Central America? For the past year or so our country has increased its negotiations and visits to these countries in the hope of mutual benefit and understanding. We all know of the pinata of Mexico and more than likely one or more has been beaten to the ground in your camp. But what do we know of Chile? Guatamala? Argentina? Brazil? Dr. Luis R. McKay, Minister of Education and Justice of Argentina, said at the recent UNESCO Conference in Denver that reading one good novel by a South American author would give us more understanding than a whole week of festivals where fun and carnival spirit prevail. The old South American civilizations produced remarkable art works, and the new artists know no dimension of space because there is still much open space, rich natural colors, tremendous resources for building and a rich heritage of imagination and creativity. What a wonderful philosophy to study and act on in a camping program.

Sources of information

But again, we need resources. Perhaps UNESCO can be our richest source of information. The UNICEF "Hi Neighbor" kits are excellent for children and camp staff. They produce excellent films. Consultants would gladly supply you with a bibliography, and libraries would have an easy job securing articles from our magazines and papers.

Bringing a foreign staff member to your camp, or starting an authentic, artistic international program takes money and energy, but every effort toward international understanding will pay off a hundredfold.

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Regional Conventions Planned For All ACA Members

ACA Regional Conventions are planned to meet the needs and interests of each and every member of the Association. Convention programs include discussions on topics of broad interest to all camping people and subjects of particular interest to members in the Region.

Plan now to attend your Regional Convention. Plan, too, to attend conventions in other Regions — you'll be most welcome and find them most rewarding.

REGION I—February 2-4

Region I, covering the New England Section, will hold its convention at the Hotel Statler in Boston. Vern Harper is serving as convention chairman and Oscar Elwell is exhibits chairman.

The subject of Conservation of Campsite as an ethical consideration will be stressed at discussions during the Region I convention.

REGION II—March 8-11

ACA members from New York, Pennsylvania, Delaware, Maryland, New Jersey, Virginia, West Virginia and the District of Columbia will meet in Philadelphia at the Sheraton Hotel for the Region II convention.

Paul Frisbie, convention chairman,

has announced that Interest and Workshop Sessions will be emphasized throughout the program.

REGION III—April 6-8

Region III, made up of ACA members in Ohio, Michigan, Indiana and Kentucky, will hold its convention at the Wolverine Hotel in Detroit. Arthur Lusty and Douglas Salisbury are serving as co-chairmen.

Roma Ganz will be the keynote speaker for the convention. Theme for the meeting will be "Carnival of Camping."

REGION IV—March 22-25

Region IV, serving ACA members in Florida, Alabama, Mississippi, Louisiana, North and South Carolina, Georgia, Tennessee and Arkansas, will hold its convention at the Mountain View Hotel in Gatlinburg, Tenn.

Miss Louise Davis is serving as convention chairman and Henry G. Hart is exhibits chairman for the Region IV convention.

REGION V—February 22-25

ACA members in the Midwestern States of Illinois, Wisconsin, Minnesota, North and South Dakota, Iowa, Nebraska, Missouri and Kansas, will meet in Des Moines at the Savery Ho-

tel for the Region V convention.

Genevieve Glayton is the Region's convention chairman and J. M. Stefenson is serving as exhibits chairman.

REGION VI—February 16-18

"The Camper — His Changing Interests; His Unchanging Needs" is the theme for Region VI's convention planned for ACA members in Colorado, Wyoming, Oklahoma and Texas. The convention will be held at the Granada Hotel in San Antonio, Texas.

Miss Ellen Easley is serving as convention chairman and Bob Garetson is exhibits chairman.

REGION VII—March 2-4

ACA members in the Far Western states of California, Oregon, Washington, New Mexico, Arizona, Nevada, Idaho, Montana, Alaska and Hawaii will meet at Asilomar, California. Theme of the conference is "The Tree Grows As the Twig is Bent." Discussions will center on how camps can help children learn to use their natural abilities in natural surroundings.

J. Grant Gerson is convention chairman. Three featured speakers for the convention are Reynold Carlson, Dr. Earl Pullias and Stanley Michaels.

How Your ACA National Staff Guides On-Going Program



By Hugh W. Ransom
Executive Director, ACA

The editors of *Camping Magazine* have suggested that I inform ACA members from time to time on "what goes on at National Headquarters." I am very pleased to do this, for it will provide an excellent opportunity to let members know about the many special and exciting programs underway, guided by ACA staff members.

December and January are "extra busy" months at National Headquarters. There are projects to be completed as a result of action taken at the October Board meeting and fall National Committee meetings, such as Standards, Public Relations, Membership, Field Service, Finance, Executive. An end-of-the-year newsletter to all ACA members is published and mailed in December by the staff. Preparation and distribution of ballots to members for new ACA officers is completed in December. Publication lists are revised and printed.

This fall the tremendous job of planning and producing the 1961 ACA Camp Directory also occupied the staff. Annual Standards reports from all Sections arrive at Headquarters during the fall, each of which has to be checked and cross-checked with the master membership file. Fall and winter are the peak periods for publications sales, and membership processing is at its height then. Final planning and checking with host Sec-

tions for ACA conventions (Regional or National) needs to be done during December and January. Staff members travel to Sections that are putting on special meetings, or that are starting off their fall-winter-spring programs with special emphasis on a phase of ACA work, such as Membership, Leadership, Standards, Public Relations.

ACA staff members will be attending the seven Regional conventions in February and March. It is the practice of ACA to be officially represented at each convention by an officer and a staff member. One of the staff members will serve as consultant to the Standards Certification courses being conducted at all Regionals. Also, Campcraft Instructor Workshops will be serviced by another staff member. The winter ACA Board meeting will be held in conjunction with the Region V Convention at Des Moines this year.

The ACA Executive Committee will meet the first weekend in January for two days to "look ahead" and give direction to the work of your National Association. In addition to reviewing reports from ACA National Committees studying Committee recommendations for the next two years, during Stanley Michaels' regime, the Executive Committee will spend considerable time on the Analysis Committee's report. This was an exploration into the operation of ACA to gain insight as to whether the Association, with its small staff, should continue to try to carry the extensive current program of services and projects or reduce the scope of activity and endeavor to a more manageable program.

Each Executive staff member has both major committees and committees or projects requiring less attention and assistance. ACA is a professional organization in the sense that officials, committee chairmen and members are camping leaders with training and/or experience in the field. Because of this, members are qualified to proceed with and carry out many more projects and programs than would be possible otherwise.

It is the responsibility of executive staff members to provide suggestions, resources, guidance and assistance, so committees may carry out their programs.

Executive staff members and the committees they currently serve are:

Hugh W. Ransom—ACA Board of Directors, ACA Executive Committee, ACA Program, College Instructors, Field Service, Finance, Foundations, Headquarters, Intercultural, International, Leadership, Nominating, Camping for Older People, and School Camping.

Gerard A. Harrison—Campsite Development, Conservation, Conventions, Camping for Handicapped, Health and Safety, History of ACA (Task), Insurance (Task), Library, Membership, Private Camping, Program Services, Publications, Research, Spiritual Emphasis, and Business Members.

Sidney N. Geal—Code of Ethics (Task), Day Camping, Family Camping (Organized and Individual), Legislation, Public Relations, Standards, Travel Camping, and Visual Aids.

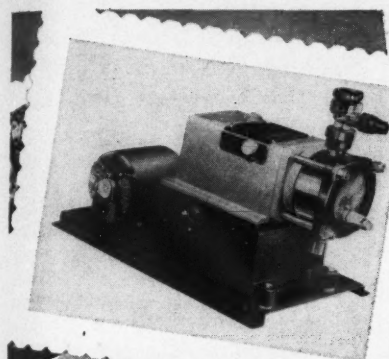
Serving and collaborating with committees is only part of the work of national staff members. There are workshops to be planned and carried out, articles to be written, trips to be taken to represent ACA or to help Sections, conventions to be attended and speeches to be made.

The fourth executive staff member, as approved by the Board in October, will make it possible to give greater service to members in a number of ways, but with a concentration in the area of camp leadership.

To support and aid the current executive staff are two full-time and one part-time secretaries, a bookkeeper, a membership secretary, and a part-time publications-membership mimeographing secretary. They are all vital to the Association's continuing progress.

I want to emphasize clearly and strongly that ACA has been able to grow and develop as it has only because of the able, sincere, hard-working camping leaders who have accepted extensive responsibilities, first on the Section level and then nationally. I wish that more ACA members could observe National Board and Committee meetings, national workshops and conferences and convention steering committees. It would be heart-warming to you, as it is to us. With such vitality, ability, sincerity and cooperation, an Association cannot possibly stand still.

You are always most welcome to visit your National Headquarters in Central Indiana. We would be dis-



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Well, I have to end now. The weather is hot, so we're going in for a dip before supper.

George

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appointed if you did not stop when you are visiting nearby or driving through Indiana.

Second Research Prize To Be Awarded By ACA

The second ACA Annual Research Grant of \$200 to be awarded for the most promising research proposal has been announced by Dr. Betty van der Smissen, ACA Chairman of Studies and Research. Purpose of this project is to stimulate research in the field of organized camping by qualified personnel.

Details on the grant will be furnished by Dr. van der Smissen, Dept. of Physical Education for Women, State University of Iowa, Iowa City, Iowa. Proposals must be submitted by Feb. 1, 1961.

Service to Secure Foreign Counselors

Again for the camping season of 1961, the Committee on Friendly Relations among Foreign Students will bring to the U. S. students qualified to serve as counselors.

Based on the success of the program in 1960, it is planned to recruit and place 200 counselors in 1961. Applicants for positions as counselors are recruited in European universities and are carefully screened as to skills, experience, personality, and knowledge of English.

Interested camp directors should contact the committee at 291 Broadway, New York 7.

ACA Represented By Jack Kamaikso

At the White House Conference on Aging, Jan. 9-12, ACA is being represented by Jack Kamaikso of the Educational Alliance of New York City. Mr. Kamaikso is chairman of ACA's committee on camping for senior citizens.

Plans for Assistance In Counselor Securing

ACA's national leadership committee has drawn up plans for improving communication between students desiring camp positions, college placement bureaus and U. S. Employment Services.

Committee plans include: a letter to be sent to all college presidents asking them to urge maximum efforts on the part of their placement bureaus to bring applicants and camp

counseling opportunities together; Section leadership chairman to foster cooperation between U.S.E.S., colleges and other agencies and to undertake a program of visitations to colleges to interpret the values of camp counseling.

Show Features Surplus Goods

The 15th trade show sponsored by the Institute of Surplus Dealers will be held February 12-14 in the Trade Show Building, 8th Avenue at 35th Street, New York City. Samples of merchandise to be displayed at the show will represent government surplus material and excess stocks on industrial goods with a total acquisition value of approximately \$100,000,000 according to the exposition's sponsors.

News of Sections

In Region I, the New England Section's Program Committee under the direction of Vern Harper, has launched a long-range project to assist camp operators to determine the nature of their campsite problems and to cope with them successfully.

Michigan Section, in Region III, has set up a school camping committee. The committee hopes to serve as a central, state-wide organization to help those now operating a school camping program and those who might initiate such programs.

Tennessee Valley Section, Region IV, held a fall workshop in October at Camp Hy-Lake, Quebeck, Tenn. Gunnar Peterson, ACA vice-president, spoke to the group on conservation

in camping. He also acted as resource person for the panel on Family Camping.

Chicago Section, Region V, based November meeting on a discussion of "Character Dimension of Camping" by Richard S. Doty. Donald Clayton spoke on the topic. In addition to the opening of this topic at a general meeting, the Section is sponsoring a five-session seminar on the subject, led by Mr. Clayton.

Colorado Section, Region VI, packed a full program into their November meeting. It included a social hour, dinner, demonstration of creative puppetry in camping, a speaker on the personality of camp leadership, an After Taps discussion session and a how-to session on the problems raised in the After Taps discussions.

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New Food Products For Camps

Each year foods with added services such as processing and packaging become available to camps

By **Nancy C. Tigner**
*Extension Associate in
Institution Management
Cornell University*

NEW FOOD products appear on the market every year in increasing quantity and variety but new foods appear only occasionally. In the near future you may be seeing cranberry syrup, smoked chicken and a new variety of blackberries called olallie berries. However, most of the new food products each year are "convenience" foods, foods with added services such as processing and packaging.

How can you decide which of these foods to use at camp? You should first judge their quality, and then consider cost and convenience. Of course, if you don't have enough kitchen help or the right equipment to prepare certain of these foods, their convenience may outweigh other factors in your judgment. For example, you may not have equipment to fry fish but preportioned breaded fish sticks when baked are similar to fried fish and popular with most children.

Quality. The quality of many of the prepared or convenience foods is high while others are less acceptable. Before you buy a convenience food, compare its quality with that of the same product made by your camp cooks. If your cooks are untrained or inexperienced, the quality of the prepared food may be better than that they produce.

Cost. Convenience foods may be lower in price than corresponding unserved foods because added services decrease the cost of marketing foods. Marketing costs include transportation and storage. Convenience foods, uniform in shape, size, and quality, can be marketed more economically than non-uniform products. Marketing costs are also cut if waste and

spoilage are lowered and the volume of sales is increased. Examples of high volume sale in convenience foods include cake mixes, ready-to-cook broilers, and some canned and frozen fruits, vegetables and juices. In a pilot study of convenience foods carried out by the United States Department of Agriculture, researchers found that the majority of convenience foods studied were a little more expensive but that some were less expensive than the unserved foods.

Service and Convenience

The amount of service you can buy in convenience foods ranges from field-washed vegetables to ready-prepared food that only requires heating. Added food cost can be justified if by buying convenience foods you can reduce the cost of labor, water, gas and electricity. In most food services, the cost of labor is equal to or exceeds the purchase of food.

Convenience foods which have a higher purchase cost may be a good buy if by using them you can increase the number of people you serve or improve the quality of your food service without increasing the payroll; or if you can give the same service you now give while eliminating an employee. Foods "ready-to-heat-and-eat" may reduce the cost of utilities formerly used in food preparation, although the savings will be small as compared with labor savings. On the other hand, this savings may be offset by the cost of operating a freezer to store many of these foods.

Convenience. You may want to use some convenience foods regardless of their cost because many of them are suitable for campers to take on all-day or overnight hikes. Examples are cake mixes and canned weiners. Canned main dishes such as beef stew and chili can be heated by placing the opened can in boiling

water. Catsup and mustard, individually packaged, are also useful items to send along with hikers.

Equipment. Prepared foods may decrease the amount of preparation equipment you need. For example, if you buy prepeeled potatoes or dehydrated potatoes and use raw carrots only as carrot sticks or in salad, you probably would be able to serve a large number of campers without the aid of a mechanical vegetable peeler. Convenience foods might also reduce the amount of range-top area you need because many of them require little or no cooking. On the other hand, if you use many of the frozen foods, you will need a large amount of freezer space, which is expensive.

It is not yet feasible to rely entirely on convenience foods. Some menu items are not available ready to heat and serve and others are not suitable for use in camps. Several of the newest products require that you have special equipment to heat them.

So many convenience foods are available that only a few examples can be given for each classification in the accompanying table.

Many New Foods

Many convenience foods have been available for a long time, and probably you are already using some of them. Others are comparatively new. Examples of products which have come on the market in recent years that you might use in camp food preparation include: a cream sauce base that requires only the addition of water, chopped, dehydrated onions, improved dehydrated potato products, and dehydrated vegetables of many kinds. There are also hot roll and muffin mixes, new varieties of cake and cookie mixes and even frostings to use on them.

You can keep up with developments in the food field by talking



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units that might be used on camping trips. In addition, many useful products, not sold in retail stores, are available through your wholesale distributors.

Classification	Food Groups	Common Example
Dried or dehydrated	Soups	French onion, chicken noodle
	Eggs	Whole egg solids
	Milk	Non-fat dry milk solids, whole milk solids, buttermilk
	Vegetables	Potato flakes, onion flakes, parsley flakes
Concentrated (Canned)	Fruits	Prunes, dates, raisins
	Soups	Tomato, vegetable, consomme, chicken noodle
	Fruit juices	Orange, prune, grapefruit
	Meats	Luncheon meats, corned beef
Canned (Requiring no refrigeration)	Fish	Tuna, salmon, sardines, shrimps
	Poultry	Boned chicken, boned turkey, whole chicken
	Entrees	Chili con carne, baked beans, spaghetti and meats balls
	Sauces	Spaghetti sauce, butterscotch sauce, sauce base
Frozen	Vegetables	Peas, tomatoes, sweet potatoes, carrots, whole onions, beets
	Vegetable juices	Tomato, mixed vegetable juices
	Fruit	Apple slices, applesauce, fruit cocktail, peach halves
	Fruit juices	Orange, apple, grape, lemon
Prepared fresh	Soups (concentrated)	Cream of shrimp
	Meats	Individual portions, oven ready roasts
	Poultry	Eviscerated turkeys, chicken parts, boned and rolled turkey
	Fish	Fish fillet, breaded fish, cooked shrimp
Mixes	Entrees	Pizza, individual meat pies
	Eggs	Egg whites, whole eggs with added yolks
	Vegetables	Peas, green beans, mixed vegetables
	Fruits	Apples, peaches, strawberries
Preportioned	Fruit juices (concentrated)	Orange, grape, pineapple
	Desserts	Ice cream, sherbet
	Baked goods	Cake, cherry pie, apple pie
	Meats	Oven ready roasts, canned ham
	Poultry	Eviscerated poultry, poultry parts
	Fish	Fish fillets, shucked oysters
	Vegetables	Peeled potatoes
	Fruits	Orange sections, fresh fruit mixture, sliced apples
	Fruit juices	Fresh orange juice
	Baked goods	Yeast breads, doughnuts, etc.
	Breads	Muffin, hot rolls, pancakes
	Gelatins	Gelatin desserts
	Puddings (and pie fillings)	Chocolate, butterscotch, tapioca, lemon
	Cakes	Angel, chocolate, white, spice
	Cookies	Brownies, vanilla, oatmeal
	Beverages	Cocoa mix
	Others	Pie crust, frosting
	Jellies, jams	Apple, strawberry, grape, cranberry sauce, mint
	Syrups	Table, chocolate, butterscotch
	Condiments	Salt, pepper, sugar, mustard, catsup

EQUIPMENT • SUPPLIES

Fulton Cotton Mills' 1961 catalog illustrating their tents, boat covers and canvas accessory lines is now ready for distribution. Through their recently expanded custom tent design department it is possible to have tents constructed to individual camp specifications.

Circle 301 on coupon at right.

New Delweld Steel Piers are so designed that it is possible to install them without the "cold water bath" usually required for early season installation. Write for further details.

Circle 302 on coupon.

S. Gumpert Company has just introduced GGCR, a new compound to



simplify pan greasing. It is a clear, odorless shortening reported to spread easily, eliminate need for flour dusting, paper liners and cups. Detailed information available.

Circle 303 on coupon.

Feathercraft boats for 1961 feature new color-weld "everlast" paint media on most models. This company, now manufacturing aluminum craft exclusively, have added 10 new models to their line. Write for brochure.

Circle 304 on coupon.

Shreddi-Mix, a paper mache mix available from Bersted's Hobbycraft, can be used for numerous modeling projects. Finished models may be drilled, sawed, sanded, painted or weather-proofed with shellac. Write for information.

Circle 305 on coupon.

The all-aluminum Low Parallel Bars introduced by Jayfro Athletic Company are designed for learning many skills and stunts before advancing to conventional parallel bars. The bars stand 15 inches off the floor, feature adjustable width, and may be

used indoors or outdoors. Information available.

Circle 306 on coupon.

Unimac Company, manufacturers of institutional laundry equipment, have added the Unihot automatic gas water heaters to their line. The Unihot has been designed to furnish a constant supply of hot water. Models U90 and U21 are reported to have extremely high recovery rates. Write for further information.

Circle 307 on coupon.

The Revere Fire Alarm, distributed by Active Equipment Supply, is constructed to ring when the temperature reaches 136 degrees. It features a spring-wound alarm which sounds a bell when the fuseable link holding the hammer melts. Further information is available.

Circle 308 on coupon.

An instant cold pack for fast first-aid treatment has been introduced by Kwik-Kold, Inc., in the form of a plastic package of chemicals which becomes colder than ice when squeezed. The pack, requiring no refrigeration or ice, provides 20 degree cold within 2 seconds after being squeezed and stays cold effectively for approximately 20 minutes. Write for additional information.

Circle 309 on coupon.

In addition to their line of filters, pumps, skimmers and accessories manufactured for concrete and gunite pools, J. B. Sebrell Company has added facilities for manufacturing vinyl pool liners. Pool covers available include the grommet type, waterbag and mesh netting types in addition to their air supported pool enclosures. Write for information.

Circle 310 on coupon.

Disposable sleeping bags are now available from Bemis Bro. Bag Company. Constructed of cellulose wadding sandwiched between two layers of water-resistant waxed crepe paper, when treated with reasonable care they may be reused several times. Write for complete information.

Circle 311 on coupon.

Tandy Leather Company's Fall and Winter Catalog contains hundreds of items for leathercrafters. It is arranged comprehensively so materials for the beginner or advanced craftsman may be easily ordered. Write for free copy.

Circle 312 on coupon.

READERS' SERVICE

January 1961

Circle numbers on left for information on products advertised in this issue.

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Circle numbers below for more information on products mentioned editorially in this issue.

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Clip coupon and mail to:

Camping Magazine

Dept. 161

1114 South Ave., Plainfield, N. J.

Name

Street

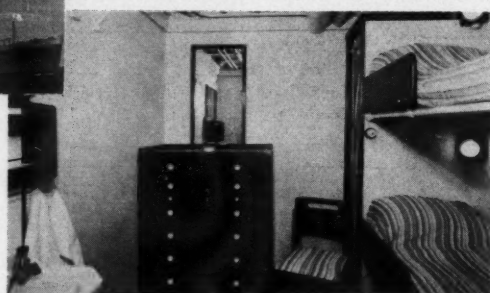
City

State

Camp Name



Two-berth tourist cabin on SS Orcades.



World friendship cruise welcomed by ACA'ers

"Sounds great." "Very wonderful." "Really fantastic." "Exciting—might be just what we are looking for." "Will look forward to receiving the details." "I'm so excited I'm about ready to pack!"

These are samples of the way ACA members have welcomed announcement of the "Camping Friendship Round the World" cruise and tour for camping people, planned for September to November of 1961.

The cruise group's beautiful Cruise-ship Orcades of the British Orient and Pacific Lines was pictured in the November Camping Magazine, and the world-girdling route of the camping group charted in the December issue. Above and below are two views on shipboard—a typical two-berth cabin of the type which has been reserved for the camping tourists and the luxurious restaurant for the group.

Not shown are all the other facilities

arranged for our convenience, pleasure and edification—the game rooms, deck courts, swimming pools, lounge rooms, complete air-conditioning, entertainment programs, meetings planned with other youth leaders around the world, tour of many European cities, opportunities to build your stature in camping, to enrich your camp operation in future years, chances to make meaningful contributions to world friendship and understanding.

Write soon for full information and reservations. The number of cabins available to our group is limited and requests for reservations must be considered in the order they are received. Contact either Howard Galloway, editor-publisher of Camping Magazine, 1114 South Avenue, Plainfield, N. J., or R. Mack Carpenter, Independence Travel and Tour Service, 803 West Lexington, Independence, Mo.

Sparkling tourist dining room for camping cruise.



Camping Magazine

CLASSIFIED SERVICE

Help Wanted

CAMP DIRECTOR—Girl Scout Camp in York County. Experience preferred. Write: Girl Scouts of York Area, Inc., 309 East Market St., York, Pa. Camp dates: June 19th to August 19th, 1960. **kl**

JAYSON CAMPS, MONTEREY, MASS.
MEN AND WOMEN: Division Leaders, tennis, waterfront, water skiing, small craft, pioneering, riflery, archery, ceramics, pianist (play popular by ear, expert transposing), phys-ed majors. Write Box 876, Greenwich, Conn. **k**

PROGRAM DIRECTOR and COUNSELORS
WISCONSIN private girls' camp. Experienced. Send complete letter of information, references and photo. Write Box 116. **kl**

OPENINGS available at New England boys' camp for men, to head crafts and dramatics departments. Openings also available to general staff with ability in wrestling, boxing, tennis, tripping, nature. Only college sophomores considered. Write Box 114. **klabc**

YWCA Camp Director, June 12 to August 20; 68 girls per session. Must be mature, with camp experience. Write Mrs. Helen Humphrey, 220 East Chicago, Elgin, Ill. **la**

EXPERIENCED GROUP LEADERS

and specialists for waterfront, athletics, pioneering, photography, journalism, crafts, dramas, tennis, music, nature. Progressive coed camp. Gulliver, 151-15 85th Drive, Jamaica 32, N. Y. **klabcde**

HEAD COUNSELOR

Outstanding Berkshire boys' camp. Slicer camp adja c e n t. Applicant must be thoroughly experienced in boys' camping, mature and capable of running staff and program. Excellent salary. Own cottage. Write all details in first letter including references. Write Box 103. **k**

VERMONT GIRLS' CAMP

seeks staff for canoeing, sailing, water skiing, swimming, archery, golf, athletics, tennis, campcraft, and arts and crafts. Salary commensurate with experience. Write Room 1807, 50 Broadway, N. Y. 4. **la**

TEEN AGE BOYS

HEAD COUNSELOR

Boys' camp in Berkshires, Mass. (33rd year) has opening for experienced man to direct camp unit of 70-80 boys, 13-15 years of age, in decentralized set-up. Program skills, warm personality, understanding of this age group essential. Write fully of camp and supervisory experience, special skills for this age group, family needs, references, salary. Write Box 107. **kl**

COUNSELORS. Sailing, tennis, athletics, pioneering. Small coed camp. Boothbay, Maine. Lester Rhoads, 251-18 61st Ave., Little Neck 62, N. Y. **labc**

REPRESENTATIVE small coed camp coastal Maine. Ages 11-16. Unique program. Write Box 121. **la**

COUNSELORS over 21, male and female, New York State coed camp. Dance, swim, athletics, music, dramatics, shop, general. College sophomores considered for junior counseling. Write Box 109. **k**

CAMP DIRECTOR for Camping Season with promise of future work in the YWCA. Excellent camp and equipment; adequate staff; 90 campers; 2 week periods, July and August; ACA standards required. For information write YWCA, Worcester 8, Mass. **la**

SUMMER IN MAINE

Counselor positions available. Young women. Swimming, canoeing, boating, tennis, field sports, archery, arts and crafts, dramatics, dancing, music, nursing, camp crafts, typing. Applicants must be over 19 years of age. Previous camp experience desirable. Special preference: Red Cross instructors. Write J. A. Baer, 2701 Manhattan Ave., Baltimore 15, Md. **lab**

SERVICES DEPARTMENT

Help Wanted

ASSISTANT HEAD COUNSELOR WATERFRONT DIRECTOR

Desire women at least 25 years of age plus with extensive camping and waterfront experience, capable assuming responsibility as assistant head counselor in charge of all waterfront activities. Must have previous supervisory experience as well as knowledge and skills in all phases of waterfront activity including sailing, canoeing, swimming instruction, synchronized swimming, water skiing, to supervise a staff of twenty eight waterfront counselors. Write fully giving complete background. Box 123. **labeled**

CAMP SOMERSET

for girls in Maine has openings on staff for swimming instructors (ABC) athletics, tennis, tripping, canoeing, sailing, golf, water skiing, riding, dramatics, riflery, fencing, crafts, music (piano), archery, general and assistant head counselors. Applicants must be 21 years of age with previous camp counseling experience. Salary range \$300 to \$575 depending upon experience, plus transportation allowance, clothing allowance etc. 190 campers and 70 staff. Write Allen Gramer, 300 Central Park West, New York 24, N. Y. **labeled**

WAH-KON-DAH in the Missouri Ozarks, nationally known coed camp, seeks swimming, WSI, Red Cross, sailing, golf, tripping, riflery, head, registered nurse, water skiing, nature lore, athletics, cabin counselors, square dancing, dramatics, mature unit directors, program specialists, high school teacher-coaches for good permanent summer connections. Students age limit 20, or college junior. Give complete background in first letter. Write Ben Kessler, 106 South Hanley Road, St. Louis 5, Missouri. **labeled**

DIRECTOR — Summer resident camp. Year-round assistant Executive Director. Camping experience supervisory ability. Effective February 1, 1961. Camp Fire Girls, 917 North 6th, Kansas City, Kans. **a**

CAMP ROBIN HOOD (34th Season) Situated Center Ossipee, N. H., White Mountain area. Openings for sincere, responsible staff men for guidance and instruction of campers (boys 7-16) in athletics, sailing, water skiing, golf, riflery, archery, tennis, music, shortwave, nature, photography, crafts, dramatics, art, tripping, all maintained at highest level with finest facilities. Salaries ample commensurate with qualifications. Staffing in progress NOW. Age 20 plus. Write Andrew N. Friedman, 30 Eastchester Road, New Rochelle, N. Y. **abcd**

HEAD COUNSELOR for AJA coed camp 8-14 years in Cincinnati, Ohio. Unit heads, specialists and counselors, male and female, college sophomores. Apply: Robert Kaplan, Director, 4011 Lyon Drive, Columbus 21, Ohio. **ab**

CAMP DIRECTOR with a following for participation in beautiful summer camp on Saranac Lake. Call PL 7-6720 or write 121 Fountain Ave., Rockville Center, N. Y. **ab**

CAMP FOR LITTLE PEOPLE (ages 3-13) needs mature counselors, male, female, teachers preferred. Nurse, specialists, general. Write Jug Hill, P. O. Staatsburg, N. Y. **abcd**

PENNSYLVANIA coed camp seeks reliable, matured trip man to lead and supervise 4-5 day trips (camping in State Parks). Motor driven chuck wagon has facilities for refrigeration, cooking and storage of all materials & supplies. Family man considered. State experience, background, family status and salary. Write to Camp, 166 Langham St., Brooklyn 35, N. Y. **a**

CAMP LEONARD LEONORE, KENT, CONN. needs MEN and WOMEN with camp experience who can teach skills, land and water sports, various crafts, tripping, cultural activities, group and activity heads. Salaries start at \$300.00 plus allowances. For an exciting experience at a wonderful private camp apply to us at Box 186, Lawrence, N. Y. **a**

Help Wanted

DIRECTOR with following for small Vermont guidance oriented camp. Summer and/or year round position. Excellent opportunity. Call N.Y.C., JU 2-7818. **ab**

NORTHERN MICHIGAN private girls' camp needs counselors and assistants in land and water sports, experienced waterfront head and sailors. Minimum age 20. Mrs. E. V. Tomlinson, 16174 Glastonbury Road, Detroit 19, Mich. **ab**

COUNSELORS for private Michigan boys' camp. Waterfront head, archery, campcraft, canoeing, Indian council ring, land sports, sailing. Couples considered. Write: R. P. Jaenicke, 16174 Glastonbury Road, Detroit 19, Mich. **ab**

HEAD COUNSELOR, female, well-established Maine girls' camp. Able to direct and supervise complete camping program. Openings also for mature counselors for trips, water skiing, athletics, Phys. Ed. majors. Box 135. **a**

PROGRAM DIRECTOR or WATERFRONT HEAD

for small coed camp (Vermont) with tremendous growth potential. Must have minimum following of 25 for four-figure salary. Educational background and references required. Write Box 137. **abc**

EXPERIENCED RIDING INSTRUCTOR for well-established private boys' camp in Vermont. Excellent salary. Fine opportunity. Write fully of educational background, experience. Applicant must be mature, well recommended. Write Box 138. **ab**

KITCHEN CREW, working chef, second cook, salad man, kitchen helpers to do all cooking, baking etc., for 100 campers plus staff. Non-sectarian coed camp. Camp Queens and Kings, N. Y. office 45-09 Greenpoint Ave., Long Island City, N. Y. **a**

ASSISTANT DIRECTOR, unit leaders, counselors, cooks. Good working conditions, comparable salary. Frontier Girl Scout Council, Box 2226, Las Vegas, Nevada. **a**

CAMP REPRESENTATIVE wanted with good connections for established non-sectarian camp. Write Box 140. **a**

PRIVATE JEWISH coed camp in Laurens needs: unit heads, cabin counselors, specialists—sailing, tennis, tripping, program, kitchen steward. Apply with references. Pembina Camp, 4792 Victoria Ave., Montreal, Canada. **abc**

GENERAL COUNSELORS and specialists for non-sectarian coed camp. Send resume to Camp Queens and Kings, 45-09 Greenpoint Ave., Long Island City, N. Y. **a**

DAY CAMP specialist counselors, male. Extensive experience in your field required. Assume full responsibility. Automobile necessary. Commute to Philadelphia suburb. Write Box 130. **ab**

CABIN COUNSELORS, 20-25 years. Good salaries and facilities. Nelson E. Smith, 57 North St., Harrison, N. Y. **ab**

CAMP REPRESENTATIVE wanted with following and good contacts, NYS coed camp, modern facilities, lake, Kosher cuisine, \$625.00 fee. Desire to increase enrollment and expand clientele. Box 128. **a**

DISTRICT DIRECTOR-RESIDENT camp director. Permanent, full time. Bachelor's degree plus experience in camping, administration or supervision. Female, 25 years. Write: Mrs. Alice Kozik, Rio Hondo Area Council of Camp Fire Girls, 4459 East Gage Ave., Bell, Calif. **ab**

DIRECTOR of canoe trip camp (boys 13-17) located near Ely, Minn. Period June 20 to August 24. Single or married. Must be experienced and mature with full knowledge of highest standards in tripping, campcraft, health and safety etc. Write qualifications and references to Camp Nebagamon, 7114 Washington, St. Louis 30, Mo. **abc**

COUNSELORS

Group leaders and specialists for private coed decentralized and group-centered centralized camp in central Massachusetts. Mature men and women, over 21, previous experience teaching camping or group work. Couples without children acceptable. Write Box 127. **ab**

Address replies to classified ads as follows: Box No., Camping Magazine, 1114 South Avenue, Plainfield, New Jersey.

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Jan. 25-27—Booth #18 Catholic Camp Convention, Boston, Mass.

Feb. 10-13—Booth #33 Assoc. of Private Camps Conv., New York

Mar. 8-11—Booth #27 A.C.A. Region II Convention, Philadelphia

Program

WILDERNESS methods, planning assistance. Free bulletin. The Trailsmen, 1118 Belvedere St., Cincinnati 2, Ohio. la

Services

PLANNING TO BUILD A CAMP?

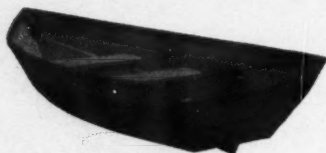
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Old Hickory, Tennessee

Help Wanted

ARUNDEL—Boys: **AQUILA**—Girls, Maine Openings—Men: riflery, swimming, athletics, trips. Young Women: archery, tennis, athletics, sailing, 2 R.N.'s. Working couples considered. Aron Gans, 27 James St., Brookline 46, Mass. a

HEAD COUNSELOR—Male or female. 21 plus. Well-established New England camp. Must have camping experience. Opportunity for additional responsibilities. Also riding, waterfront, athletics, arts & crafts, pioneering, photography, riflery and archery counselors and driver. Write Box 143. a

SUN, SERVICE and SALARY

On-the-job training is one of the benefits which the Girl Scouts will offer hundreds of women at camps throughout the country during the coming summer. Whether actively engaged in professions or business, or preparing for careers, or retired—women from every field of endeavor will find the experience of living and working with girls of varying backgrounds a rewarding one. Call or write your nearest Girl Scout office. For openings in other areas write to Miss Fanchon Hamilton, Girl Scouts of the U.S.A., 830 Third Ave., New York 22, N. Y. a

CAMP TAKAGO, NAPLES, MAINE

with 250 boys from 8 thru 16 has an opening for a highly qualified head waterfront counselor in an extensive swimming program. There also are openings for several assistant Red Cross instructors, canoeing and sailing. There is one position open for tennis, dramatics, fencing, crafts, art and archery. There are two nature study openings. There are positions available for general counselors for campers from 8 to 10. Salaries begin at \$300.00 and range well upward depending on background of applicant and maturity. Applicants must be at least juniors in college. Prefer applicants on teaching and coaching level. Write Morton J. Goldman, 63 Arleigh Road, Great Neck, L. I., N. Y., or telephone Hunter 2-9166. ab

Help Wanted

CAMP GLENMERE FOR GIRLS, Monterey, Mass., Tanglewood area has openings on staff for waterfront instructors (ARC), canoeing, sailing, head athletics, tennis, golf, fencing, arts & crafts, dramatics, tripping, pioneering and nature. Applicants 20 years or older with previous camping experience. Write Mrs. Sonny Winter, 215 West 92nd St., New York 25, N. Y. abc

COOK AND BAKER for girls' camp, southern Mass. Excellent salaries and living conditions. Season 9½ weeks. Write Box 133. ab

EXPERIENCED counselor or program director with following wanted for good position in active New Hampshire boys' camp. Tuition \$360.00. Excellent opportunity. Write Box 134. a

HEAD COUNSELOR—SPECIALISTS. Boys' camp in Berkshires, Mass. has fine openings for experienced men. Director of teen age unit in decentralized set-up. Also sailing, skiing, swimming, canoeing. Top camp craft specialists. Crafts, travel allowance, high salary range. Write fully. Box 132. a

HEAD COUNSELOR. Mature, experienced in supervising counselors. Also **WATERFRONT HEAD** for girls' camp in Ohio. Good salaries. Write full details. Box 131. ab

COUNSELORS over 20, male and female, waterfront, skiing, A/C, athletics, dramatics, general. Coed teen age camp. Write: M. Seldman, Moodus, Conn. a

ESTABLISHED, Jewish owned coed camp in western North Carolina's beautiful Smokey Mountain Nat'l Park has staff openings for the following: college students (over 19), graduates, faculty, division heads, waterfront, tennis, tripping, dance, music (songs and piano), drama, athletics, riflery, archery, nature, arts and crafts, fencing, boating, general, registered nurses. Excellent salaries. Must have had like experience. Write Box 139. tf

DIRECTOR—Camp—Orthopedically handicapped children. Administrative and supervisory experience required. Write: New York Philanthropic League, 150 West 85th St., New York 24, N. Y. abc

RAQUETTE LAKE GIRLS CAMP ADIRONDACKS

Positions for upper class students and faculty in tennis, golf, archery, waterfront, (WSI), skiing, sailing and tripping. Interesting program and salaries. Write 966 East 23rd St., Brooklyn 10, N. Y. a

COUNSELORS—General & Specialties (golf, tennis, riflery, crafts, dance, water, etc.) Outstanding brother-sister camp in Berkshires. Clientele and staff from all over U. S. Write Box 126. abc

Camps Wanted

Want to rent with option to buy camp within 100 miles of N. Y. C., with capacity 50 to 100. Must have lake and some administrative buildings. Dr. Milton Kaufman, 230 Hilton Ave., Hempstead, N. Y. Tel. Ivanhoe 1-7113. a

Positions Wanted

PROGRAM DIRECTOR, age 32, 12 years' experience, presently professor of outdoor education and camping at college level. Desire gentle boys or coed camp. Write Box 141. ab

PIONEER CAMP DIRECTOR, real outdoors program. 8 years' broad experience. Teacher. No area limitations. Apt. 1, 1008-24th St., Rockford, Ill. a

YEAR ROUND position, camp director or manager. 10 seasons as director. Prefer western states. Write Box 136. a

CLASSIFIED RATES

Positions Wanted and Help Wanted 25¢ per word. Minimum—\$5.00

All Other Classifications 35¢ per word. Minimum—\$7.00

Box Service, if desired, \$1.50 per insertion.

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Positions Wanted

EDUCATOR with 13 years' camping experience from counselor, head counselor, purchasing agent to owner-director desired seasonal or full time administrative position. Age 37, male, M. Ed. Write Box 261, Enfield, Conn. **tf**

COLLEGE SOPHOMORE girl, WSI, experience teaching waterfront activities, nature lore and dancing. Interested in position at girls' camp. Jody Marquis, 49 Whiting, Knox College, Galesburg, Ill. **ab**

SUMMER SCHOOL teacher, male, college graduate, 22 years old, 5 years' camping experience from cabin counselor to assistant program director. Y and Scout camps. Indian and nature specialist. References upon request. John W. Roehl, Jr., 472 N. Calaveras St., Fresno 1, Calif. **a**

COLLEGE STUDENT would like position as joint or assistant riding counselor in Middle Atlantic states. Have own horse, with 13 years' experience working with and around horses. Write Box 142. **a**

ACCOUNTANT, Bookkeeper, Business Manager available to keep books, payroll, handle office, expert on payroll and tax problems, two years' experience in camp setting. Please contact Prof. George F. McLaughlin, Jr., P. O. Box 18-A, Holy Cross College, Worcester, Mass. **a**

Camps for Sale

1,200 CAMPS & SITES — \$15,000 & UP One of the largest and most reputable school and camp realtors in the United States. Established 35 years. Exclusively selling camps, day and boarding schools. Appraisals for all purposes. Write for list of attractive offerings, specify locations preferred, to Mr. M. Otto Berg, NATIONAL BUREAU OF PRIVATE SCHOOLS

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ESTES PARK, Colorado Rocky Mountain campsite. Completely operative for 150 campers. 125 acres, lodge, cabins, tents. \$55,000 full price. Inquire Bx 431, Greeley, Colo. **la**

100 ACRE PRIVATE LAKE — Ample surrounding acreage, sand beaches, near 3 scenic rivers, Manitowish National Forest, several buildings of unusual quality, all facilities, excellent location. Herbert Fleming, Fountain, Michigan. **kl**

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CHILDREN'S CAMP, Riverside County, Calif. Permanent accommodations for 60 children. Heated and filtered 60' x 22' pool. Dining and entertainment lodge can accommodate 200 people. Stables for horses. All this on 14 acres of land close to Palm Springs, Calif. For further information write to Lionel Lieberman, 5900 Van Nuys Blvd., Van Nuys, Calif. **tf**

TOP, ESTABLISHED, lovely Connecticut. Coed (90). Easily expanded. Fee \$625.00. Private lake. All facilities. \$15,000.00 plus sensible terms to organization or camp man. Write Box 129. **a**

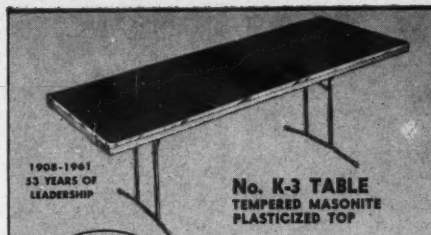
Camps for Rent

80-ACRE SUMMER CAMP SITE and buildings available on partnership or lease basis for 1961 season. Located in Plumas County, California, adjacent to Plumas National Forest. Write: Mr. John N. Lindsay, P. O. Box 701, Carson City, Nevada. **k**

Camps Wanted to Sell

CAMP SALES SPECIALIST
If your camp is in Mich., Wisc., Minn., or Ill. and you have considered selling, please call COLLECT or write. I will make an appointment to see you, make a realistic evaluation of your camp, and discuss with you the possible sale in strict confidence. Call collect TY. 7-0333 or write A. J. Ditzak, Tyler Realty & Investment Co., 4760 Grand River, Detroit 8, Mich. **tf**

CAMPING MAGAZINE



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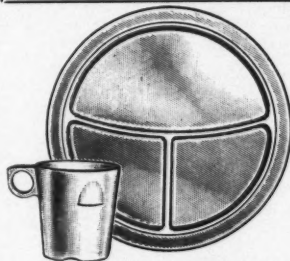
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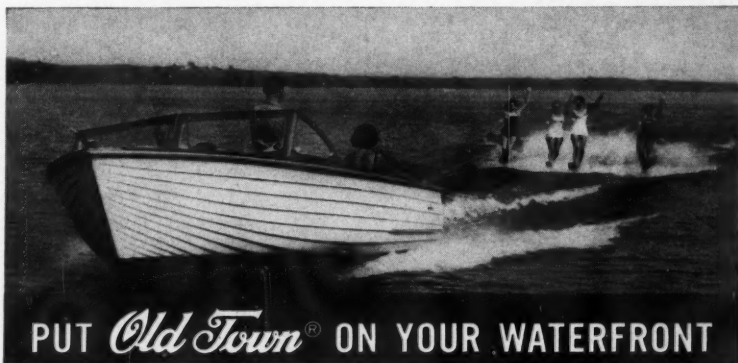
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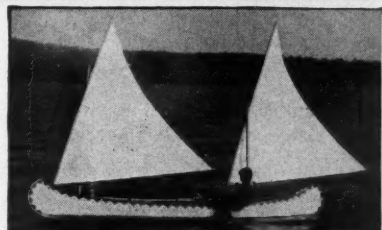


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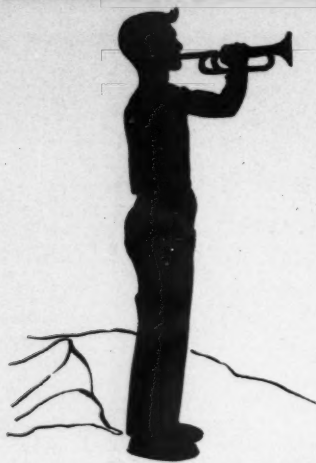
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AFTER TAPS

... the time when directors, leaders, and counselors recall the successes and failures of the day, plan to make tomorrow a better day, and think about the opportunities — seized and missed — of this wonderful thing called camping.

The Director Is The Key

By Sidney Geal

Standards Director

American Camping Association

IN MOST instances, if not all, a camp reflects the concept of the camp director. As the key person, the director is a multi-person individual. Early in the year he is a publicity agent, public relations man and personnel director as he promotes his camp and selects a camp staff. In the summer he becomes a mass-feeding, mass-lodging operator, staff supervisor, property manager, conservationist, coordinator, business manager, psychologist, educator, safety engineer. He assumes roles and responsibilities as needs demand. His responsibilities are as great, or perhaps greater, than any other occupation, for he is dealing with human lives.

As a program director in one camp said this summer, "This is my fourth year as program director at this camp. I teach school, but I find my job here is a much greater responsibility than my school job or any other position I have ever held." The assumption of the responsibility of adequately feeding, properly housing, providing for care and safety, and attempting to teach, counsel and provide wholesome recreation for any number of children is a composite of responsibilities, influencing and affecting the total life of every camper. Any one of these responsibilities assumed by caterers, social welfare workers, safety engineers, conservationists, teachers, counselors or recreation directors, requires specific qualifications, training and experience and in many instances the procurement of a state license.

The individual concept of camping seems to be in close relationship to the training and experience of the camp director. Many teachers, for instance, are operating camps today as a summer vocation. As holders of state teaching certificates, with several years' experience in schools and a love for the outdoors and children, they are hired by organizations or, as a personal investment, they become directors and/or owners of camps. Their camp programs usually are academic in practice, with emphasis on physical education, arts and crafts and/or aesthetic and creative activities. Their expressed needs are for instruction and guidance in camp administration, feeding and housing, fire prevention and safety measures, publicity, ethics, and other factors peculiar to the operation of a camp. Many have learned something of these factors through the costly school of "hard knocks." Others have learned, or are learning, through membership in ACA. A few are assuming responsibilities beyond their knowledge, involving great risks.

This is not confined to teachers. We find directors of camps from various walks in life: social workers, coaches,

ministers, lawyers, doctors, business men, barbers, farmers, to mention a few we have actually met.

Two days before we left on this summer's visitation trek, a letter was received from a midwestern locality. In substance, the letter was asking for information on how to start a camp. A farmer and his wife were tired of farming and thought they would convert their 240-acre farm into a boys' camp. A week before, a lawyer indicated that he was about to retire. His hobbies were hunting and fishing. He liked boys and girls. He had a piece of property. So he was going to start a children's camp. What did he need? Such letters are not uncommon.

To our knowledge, about one-third of the states have regulations licensing camps. The requirements in many of these pertain only to health, safety and sanitation facilities. In most places, therefore, it is quite possible for any person, irrespective of age, experience, training or character, to start a camp. One camp we saw this summer (not an ACA camp) was a municipal camp built by private funds. It was planned that every camp staff position would be filled by members of the city governmental department donating their vacation period to the various responsibilities. Because of the sponsorship of this project, the camp received a great deal of publicity. To John Q. Public this was camping. An ever-increasing number of camps are being established by persons with little, if any, "know-how."

To the question we put to many camp directors this summer, "Do you think the time has come when serious consideration should be given to upgrading camp directors' qualifications," the great majority answered with a positive "yes."

We saw some camps this summer (and during the three preceding summers) that have existed through two and three generations on real camping programs. They were directed by men and women who sought all the possible training they could get. They have had years of experience. They have dedicated their lives to camping and campcraft. Their objectives are camper-centered. They represent agency and private camps, but first and foremost they are **CAMPING PEOPLE**. Many others of later origin are progressing in the same direction, willingly paying the price of training, experience, and dedication. Their major investment is in camping know-how and leadership. Maybe their efforts and the criteria they have established should not be desecrated by just "anybody" who wants to start a camp, or by those who want to merely continue their usual urban occupation and mode of living in a rural setting.

—Excerpted from Mr. Geal's comprehensive report of his visit to camps during the summer of 1960.



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